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ABSTRACT

This report focuses on the economic and financial aspects of education in the Catholic schools and presents information about the impact that the closing of Catholic schools would have on the finances of the Philadelphia Public School System. Major findings show that (1) Catholic schools are currently operating at a deficit, (2) deficits will continue and will increase in the next several years, (3) real (price adjusted) revenues are declining, (4) costs are increasing, and (5) Catholic school enrollments are declining. To remedy some of the problems, the authors suggest that these schools charge tuition and improve their management information systems. Numerous tables illustrate the text. Appendixes contain (1) a summary of other experience -- beyond Philadelphia, (2) a summary of legislation affecting education, and (3) a summary of local cooperative programs between public and nonpublic schools. (Author/JF)

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THE
REPORT OF THE
ARCHDIOCESAN ADVISORY COMMITTEE
ON THE
FINANCIAL CRISIS OF CATHOLIC SCHOOLS
IN PHILADELPHIA AND SURROUNDING COUNTIES

JOHN T. GURASH
Chairman

1972

EA 004 621

FOREWORD

This report of the Advisory Committee on the Catholic Schools which has been approved by all members, is, we believe, the most comprehensive survey of their problems—and the relationship of their plight to the difficulties facing the public schools—that has ever been made anywhere in the United States.

In large measure this must be credited to the cooperation of John Cardinal Krol, Archbishop of Philadelphia, and his aides, who gave the committee's staff unprecedented access to data of all kinds. These data included not only enrollment and financial records of the Catholic schools, but also statistics on parish finances, on novitiates and seminary applications, and many other related factors.

It took courage and resolution to open such records for examination by an impartial, nonsectarian committee of laymen, and I know that the members of the committee join me in expressing our appreciation of Cardinal Krol's determination to make full disclosure of the facts, in order to help the community to accurately assess the full dimensions of a crisis whose impact will be felt by the community as a whole, and not merely by Catholics.

The committee came into being as a result of a letter from Cardinal Krol to me on July 22, 1971, asking me to select and head such a group. In the ensuing conversations and correspondence, we agreed that an advisory committee of the kind he proposed could best serve the community in three ways:

—By bringing up-to-date and making all-inclusive a study which had been made of the public schools' financial straits, for it is self-evident that a collapse of the Catholic school system would aggravate the public schools' difficulties to an almost unimaginable degree.

—By bringing the up-dated study to the attention of various segments of the community, including civic and government leaders, the labor movement, businessmen, and others.

–By opening a dialogue where Catholic and non-Catholic alike could contribute ideas towards the solution of a problem that the entire community shares.

It was specified, however, that the advisory committee would not be asked to undertake research or submit recommendations relating to governmental aid at any level, to legislative action, or to parish aid, nor would the group engage in fund-raising appeals.

Thirty leading citizens of the Philadelphia area, representing business, labor, government, education, and the community at large, agreed to serve on the advisory committee. This group included men and women of various religious, ethnic, and social groups. It was as true a cross-section of the total community leadership as one could wish.

Under the direction of the committee, a technical staff obtained, analyzed, and interpreted the facts concerning the impact of the Catholic schools on the economic and social development of the Philadelphia metropolitan area, as well as the current financial condition of the Catholic schools and projected trends.

In addition to the records of the Archdiocese and its parishes, the committee's staff also drew upon expert advice, opinion, and factual studies from several outside, independent sources.

This report, which deals solely with the factual circumstances as they exist and are expected to develop in the months and years ahead, will serve as a basis for the discussion of the options which are open to our community in its efforts to cope with the crisis in Catholic and public education today. In the immediate future the committee will present an outline of these options to Cardinal Krol.

As the community dialogue on this problem begins, let us bear in mind that what we are talking about is not really a "Catholic problem" at all, but a dilemma of our total society, and that Americans of every faith—and of none—have a stake in its solution. The education of every child is the concern of every citizen.

When I announced my acceptance of the chairmanship of this committee, I told the press:

> "I cannot prejudge the work of this committee by speaking in any detail about the future, but I can say this: An America without a strong network of non-public schools would be a nation which had lost one of its great strengths. I do not think this country can afford to let that happen."

After many months of work and deliberation, the committee as a whole shares my conviction. Now we solicit the help of the entire community in determining how our society should confront this challenge to its pluralistic strength.

John T. Gurash
Chairman

Philadelphia, 1972

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SOCIAL ASPECTS OF THE PROBLEM

This report from the non-sectarian Catholic School Advisory Committee appointed by Cardinal Krol deals with the facts which the Committee finds and believes to exist with respect to the diocesan high and parish elementary schools in the Archdiocese of Philadelphia, and particularly those schools within the City of Philadelphia.

The Committee has made these findings and estimates based on lengthy studies conducted by experts in the fields of Economics, Finance, and Education, as set forth more fully in the body of the report.

I. **THIS REPORT FOCUSES MAINLY ON THE FACTS CONCERNING THE ECONOMIC AND FINANCIAL ASPECTS OF EDUCATION IN THE CATHOLIC SCHOOLS IN THE ARCHDIOCESE OF PHILADELPHIA, AND THE FACTS AND ESTIMATES CONCERNING THE TREMENDOUS FINANCIAL IMPACT THE CLOSING OF CATHOLIC SCHOOLS WOULD HAVE UPON THE FINANCES OF THE PHILADELPHIA PUBLIC SCHOOL SYSTEM. HOWEVER, EDUCATION ENCOMPASSES OTHER AND BROADER FACTORS WHICH INVOLVE NOT ONLY OUR ECONOMIC LIFE, BUT ALSO THE ENTIRE SPECTRUM OF SOCIAL, POLITICAL, AND SPIRITUAL VALUES THAT ARE PART OF THE FABRIC OF LIFE IN A FREE SOCIETY.**

It is in that area, also, that non-public education makes an enormous contribution.

The teaching of duty, responsibility, hard work, frugality, ethics, and proper conduct are part of America's past and are desirable and important for America's future. President Nixon, in a speech on August 17, 1971, stressed the importance of the non-economic facets of education, when he said:

> "In the homes, churches and schools of this nation, the character of the coming generation is being forged. We must see to it that these children are provided with the moral, spiritual and religious values so necessary to a great people in great times. As we see those private and parochial schools, which lay such stress on those values, close at the rate of one a day, we must resolve to stop that trend and turn it around. And you can count on my help in doing just that."

This Committee endorses and supports this statement by the President of the United States.

II. **CATHOLIC AND OTHER PAROCHIAL SCHOOLS ARE COMMITTED TO AN EDUCATIONAL PHILOSOPHY INVOLVING MORALS, CONDUCT, AND SPIRITUAL AS WELL AS INTELLECTUAL EXCELLENCE.**

While most non-public school children are in Catholic schools, they are also to be found in schools conducted under Jewish and Protestant auspices. By virtue of the demands made upon them and the services they have provided historically, Catholic and other non-public schools are in fact fulfilling a public need. The Jewish scholar, Will Herberg, said:

> "Parochial schools . . . perform a public function, supplying a large number of children with an education that is everywhere taken as the equivalent of the education given in public schools."

Methodist Bishop Fred Corson said:

> "They (the Catholic schools) have broadened the purposes of parochial education and have associated it more closely to a philosophy of life rather than the perpetuation solely of a sectarian position. They have encouraged a willingness to adjust to meet the changing needs and they have introduced the entire community to the contributions made by private education and the problems involved in a pluralistic society."

III. THE AMERICAN TRADITION OF EDUCATIONAL DIVERSITY HAS BEEN A GREAT STRENGTH TO OUR EDUCATIONAL SYSTEM AND SHOULD BE PRESERVED.

American society needs and grows on educational diversity. Catholic and other non-public schools offer and provide an important educational alternative to the community.

IV. THE INDIVIDUAL CITIZEN'S RIGHT TO CHOOSE THE KIND OF EDUCATION WHICH HE WISHES HIS CHILDREN TO HAVE IS AN IMPORTANT RIGHT AND SHOULD BE PRESERVED.

Catholic schools provide all parents with an opportunity for expressing a freedom of choice about education. This concept of diversity or freedom of choice for parents received strong backing from the United States Chamber of Commerce Task Force Report on American Education, which pointed out that:

> "We take this diversity for granted in scholarship, in politics, and in the abundance and variety of the commercial marketplace. Why settle for the single choice in education? . . . We think it desirable that parents have a choice of schools for their children . . . Different schools, none of them perfect, will have different combinations of strengths and weaknesses. Parents . . . should be able to choose to find the combination that best satisfies them and their children."

Not to be overlooked in this connection is the importance of the right an individual citizen has to select for his children a combination of secular education and religious education.

V. CATHOLIC SCHOOLS ARE A STABILIZING FACTOR IN THE LIFE OF OUR URBAN COMMUNITIES.

The existence of good Catholic schools in the area acts (as do good schools generally) to strengthen a community and as a strong retentive force for the population. The schools provide a focal point for neighborhood identification, community pride, and, consequently, lend social and economic stability. These schools enhance the quality of life in our cities and suburbs. They are an important community asset, attracting and retaining in each community substantial numbers of hard-working financially stable families.

VI. THE EXAMPLE SET BY THE CATHOLIC SCHOOLS OF EFFICIENT AND ECONOMICALLY CONSTRUCTED AND OPERATED FACILITIES IS ALSO IMPORTANT.

The spur of competition is good for all schools—public, parochial, or private—fostering constant evaluation and reevaluation of objectives, performance, use of resources and economy. The existence of Catholic schools provides for other schools another benchmark or standard for evaluating educational effectiveness and other measures of performance.

VII. IN ADDITION TO THE FOREGOING, THE RESOURCES COMMITTED TO SUPPLYING CATHOLIC EDUCATION IN THE PHILADELPHIA AREA PROVIDE THIS COMMUNITY WITH:

- a quality education for one out of three children in the City of Philadelphia and comparable numbers in the four surrounding counties.
- an important source of a skilled labor force and an educated citizenry.
- a source of community and business leaders.
- a full range of student activities which provide educational, social and recreational services to the community at large and develop in the students themselves a sense of social responsibility.
- substantial facilities and personnel to undertake the education of minority groups and the poor. This aspect of social contribution of Catholic resources was prominently noted by President Nixon in his Message on Educational Reform, March 3, 1970, in which he comments:

> "They offer a wider range of possibilities for education experimentation and special opportunities for minorities, especially Spanish-speaking Americans and black Americans."

These resources exist today and represent potentially a powerful instrument for social awareness and change. The resources so committed should be conserved along with our other national resources.

The community stake—both economic and social—is high. Independent of full acceptance of the benefits claimed or value judgments implied, the Catholic and other non-public schools of the Philadelphia community are a substantial factor to be reckoned with and assessed.

VIII. THERE EXISTS BETWEEN THE PUBLIC AND PAROCHIAL SCHOOL SYSTEM OF PHILADELPHIA A LARGE MEASURE OF INTERDEPENDENCE, COOPERATION AND INTERACTION.

The importance and significance of the close working relationship between the two systems—and their effects upon each other—were spelled out very clearly by the Philadelphia Board of Education and the Philadelphia Archdiocesan Board of Education. Calling for a joint solution to their common problems, together they stressed:

> "The education of the children of Philadelphia depends upon the strength of two great educational systems: the public school system and the parochial school system. Each is essential to the welfare of the city and its children; each is fundamentally dependent upon the other. If one suffers, the other inevitably suffers."

On the following pages are the facts as to the costs associated with providing the benefits outlined briefly above. At the same time, this report identifies the best estimates the experts employed by this Committee can make as to the huge costs to the Public School System of providing those same or similar services—educational and social—should the Catholic schools no longer be able to do so.

This brief reminder of the benefits provided to the community by the Catholic schools provides a fuller context for evaluating the hard facts of the financial crises confronting Catholic schools in the Archdiocese of Philadelphia. The economic impact on the community is clear. The key questions for the community are:

ARE THE BENEFITS WORTH THE COSTS?

IF SO, HOW CAN THESE COSTS BE MET, AND THESE BENEFITS RETAINED?

SUMMARY

Background

In his educational reform message to Congress on March 3, 1970, President Nixon stated:

> "The non-public elementary and secondary schools in the United States have long been an integral part of the nation's educational establishment . . . supplementing in an important way the main task of our public system."

Throughout the country, the Catholic school system constitutes the major element among non-public schools. In the City of Philadelphia, for example, 9 out of 10 children educated in non-public schools attend a Catholic school. Nowhere is the significance of Catholic schools as contributors to the education of young Americans more apparent than in Philadelphia.

The school system of the Archdiocese of Philadelphia is comprised of more than 300 elementary and secondary schools in Philadelphia and its four surrounding counties (Bucks, Chester, Delaware and Montgomery). These schools provide educational services to over 230,000 children—75 percent of whom are elementary students. In Philadelphia alone, one out of three children is educated in a Catholic school.

While there is general awareness of the high cost of education, only recently has attention focused on the financial crisis confronting Catholic school systems throughout the nation. Several studies, including one being developed by a panel of the President's Commission on School Finance, have been commissioned to determine the scope of these financial problems. Philadelphia Catholic schools also are faced with serious financial problems. What has been lacking is community awareness of the specific dimensions of these problems.

Purpose

The purpose of this report is to provide members of the Archdiocesan Advisory Committee with the facts about the present and projected financial condition of the Archdiocesan School System. The information developed for the Committee is intended to:

1. serve as a basis for assessing the magnitude of the financial problem;
2. establish the facts required to promote community awareness;
3. provide the basis needed to formulate and evaluate alternative courses of action which can be recommended to the Archdiocese.

Major Findings

Our analysis covered key educational and financial data from both parish and school sources. Results of our analysis may be summarized as follows:

A. **THERE IS A DEFICIT NOW.** Analysis of the most recently available data provides new and important insight into the financial condition of parishes and schools in the Archdiocese of Philadelphia. In the fiscal year 1970, all parishes combined operated at a net deficit of $1.2 million. In addition to deficits experienced in the parishes, separate accounts for the elementary and the secondary schools showed that elementary schools incurred deficits of $193 thousand, while high schools spent $804 thousand more than available revenues. The combined school operation deficit for 1970 was, therefore, $997 thousand. Thus, the total deficit for 1970 incurred by the three operations—parish churches, elementary schools and diocesan high schools—was $2.2 million. During fiscal 1971, the deficit in parish operations alone jumped to $5.1 million, a four-fold increase over 1970. Although complete school financial data is not yet available for 1971, there is every probability that the total deficit will increase, due mainly to the elimination of state aid.

B. **DEFICITS WILL CONTINUE AND WILL GROW DURING THE NEXT SEVERAL YEARS.** Projections covering the school years 1972-73 (fiscal '73) to 1974-75 (fiscal '75) indicate that by 1975 the cumulative deficit in the schools will reach $55.4 million. That projection represents the deficit resulting from a concatenation of most probable conditions. The deficit could be as high as $84.1 million, or as low as $43.1 million. Deficits projected for the combined elementary and secondary schools appear graphically in Charts I, II and III, respectively.

Chart I

ARCHDIOCESE OF PHILADELPHIA – COMBINED ARCHDIOCESE PROJECTED CUMULATIVE DEFICIT FISCAL 1973 THROUGH FISCAL 1975 ($ MILLIONS)

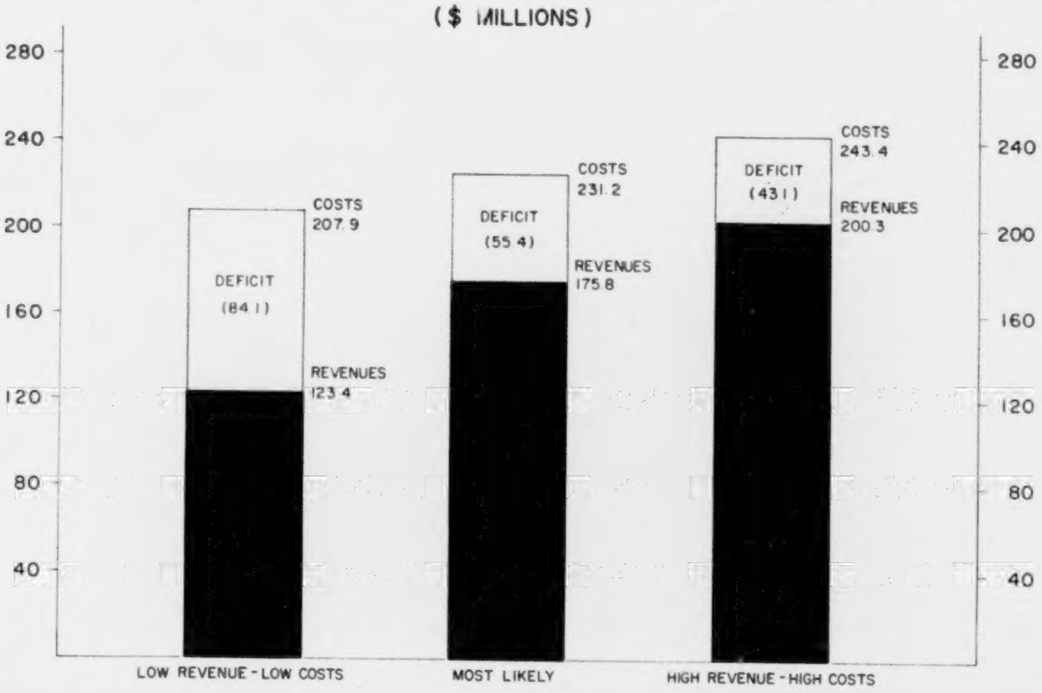


Chart II

ARCHDIOCESE OF PHILADELPHIA - ELEMENTARY SCHOOL
PROJECTED CUMULATIVE DEFICIT - FISCAL 1973 THROUGH FISCAL 1975
($ MILLIONS)

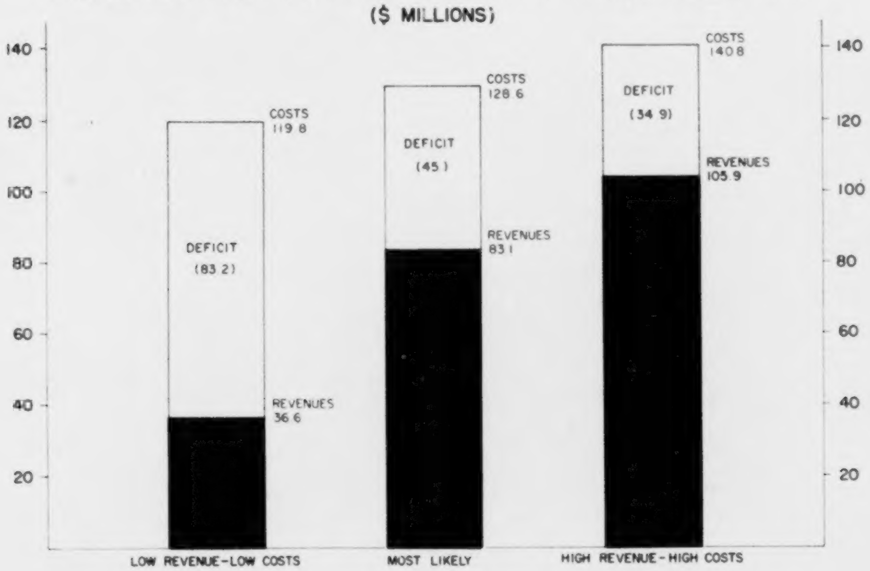
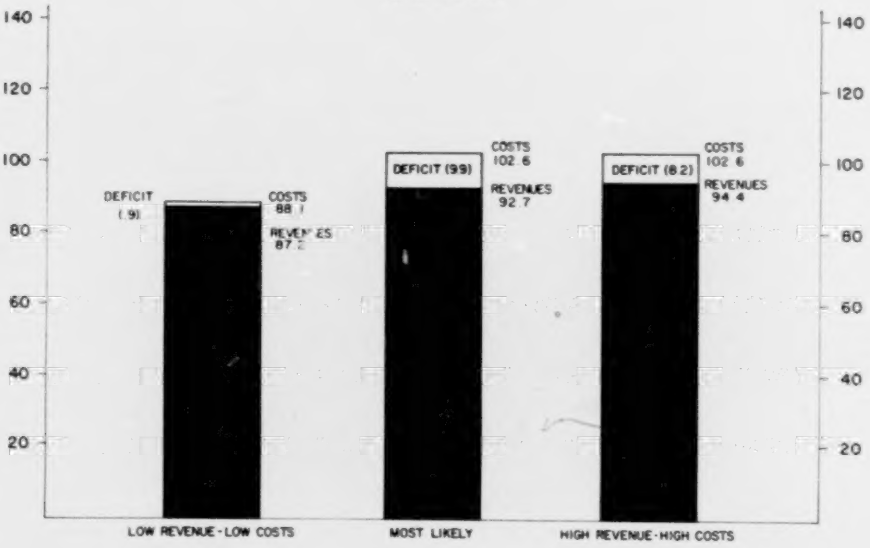


Chart III

ARCHDIOCESE OF PHILADELPHIA - SECONDARY SCHOOLS
PROJECTED CUMULATIVE DEFICIT - FISCAL 1973 THROUGH FISCAL 1975
($ MILLIONS)



Underlying the most likely cumulative deficit of $55.4 million is a $13.5 million deficit during fiscal '73, which rises to $19.0 million during fiscal '74 and climbs to $22.9 million in the school year 1974-75. During these respective years, it is expected that parishes will also be operated at combined cumulative deficits of more than $35 million, creating a projected total church and school operating deficit of $90.4 million.

C. **REVENUES WILL FAIL TO KEEP PACE WITH COSTS.** A key factor determining future prospects for Catholic education is, of course, the ability of the church and schools to generate revenues sufficient to keep pace with costs. The cornerstone of the Catholic financial structure is the parishioner contributing through his church. The parish collection is the prime source of revenue funds needed to support the elementary school system, contribute financial support to the secondary schools, and provide for parish needs. Most signs point to a reduced flow of funds from the parishes. Parish revenues, derived mainly from church collections and socials, virtually stopped growing in 1971. Total operating receipts, for the combined parishes of the Archdiocese, increased by less than one percent during fiscal '71. When parish revenues cease to expand, pressures develop in elementary and secondary school budgets. **Nearly 46 percent of all parish revenues are used to support education.** Funding elementary schools takes 33 percent of total parish revenues; another 13 percent of parish revenues is channeled into the high school system from the parishes. At the elementary school level, parish funds represented 76 percent and 67 percent of the total elementary school budget in the years 1970 and 1971, respectively. Obviously, any diminution of the flow of funds through the parishes must have a substantial direct impact on school budgets. The main source of parish revenues (collections, which produce approximately 60 percent of revenues; and socials and donations, which provide another 16.5 percent of total revenues) are not growth-oriented sources. Experience in recent years indicates slower growth in revenues from the parish is likely to continue over the next four years. **If historical contribution rates are adjusted to correct for the effect of inflation, real (or price adjusted) revenues have actually declined in recent years.**

Although recent general economic conditions may account for some decline in contribution rates, evidence suggests that resumption of general economic growth may not yield an upward surge in parish revenues. Analysis of the relationships between average family contributions and average family income indicates that there is a less than proportionate increase in contributions associated with changes in income at higher income levels. The analysis reveals that the average contributor will increase his contribution more if, for example, his income increases from $8,000 to $9,000, than if his income were to increase from $15,000 to $16,000. There is evidence of a diminishing marginal rate of contribution based on income. **Thus, future growth of family income may not be adequate to generate the needed growth in revenues to cover burgeoning costs.**

Combined elementary and secondary school revenues are expected to reach $60.3 million in 1975, expanding at a compound annual rate of growth of 2.4 percent from $56.1 million in 1971-72. These revenues include funds from several sources: parish support and funding, tuitions, student fees and other sources. **BUT PROJECTED REVENUES FALL FAR SHORT OF PROJECTED COSTS.**

D. **COSTS WILL CONTINUE THEIR UPWARD SPIRAL.** School operating costs, especially teacher salaries, have strong upward biases. Several factors reinforce the need to recognize the potential for explosive growth in the costs of maintaining the Catholic school system in Philadelphia. Any list of factors that will push costs up must include:

1. **Rising teacher salaries**—teacher salaries in Philadelphia Catholic schools are below national parochial averages. Additionally, unionization of lay elementary teachers

and a movement toward an established level of parity even with Catholic secondary salary scales would exert heavy financial pressure on the school system. Further movement in the direction of parity of both Catholic elementary and secondary salaries to public school salary levels would create an added strain on the financial resources of the school system. Any one, or a combination, of these factors occurring would result in substantial cost increases in the operation of the schools.

2. **Declines in the availability of religious teachers**—inability to provide religious teachers to instruct in the schools would prove extremely costly in Philadelphia. The inability of the school system to avail itself of religious teachers (at relatively low salary costs) may arise because of either a lack of numbers of persons entering the teaching religious orders or by the orders themselves changing their mission. Declining ratios of religious to lay teachers translate directly into significantly higher costs—often a doubling of teacher salary costs. The availability in Philadelphia of a few large religious orders committed to teaching is both an advantage and a disadvantage: an advantage in that they lend an element of stability to costs; a disadvantage in that a decision on the part of any one order to change its mission would have a huge impact on salary costs and be a major destabilizing force. Presently, there are no indications of major shifts occurring in the missions of the large religious orders which support education in Philadelphia. However, a declining religious/lay teacher mix can be anticipated, especially in the high schools. As a result, total teaching costs will accelerate more rapidly than might normally be expected.

3. **Improving (declining) student/teacher ratios lead to higher costs**—student/teacher ratios represent one observable variable that may, rightly or wrongly, be interpreted as a measure of quality. It may serve thus as a measure of perceived quality. Further improvement in the student/teacher ratio in Catholic schools and the concomitant increased cost pressures associated with the reductions are anticipated.

Despite all these pressures, costs in the Catholic schools will remain substantially below the public school system when measured on the basis of cost per student. To illustrate the gap, the cost per student in Archdiocesan schools projected for the year 1975 is $478 per student. Contrast this with the **current cost** (1971-72) of $1,027 per student in Philadelphia public schools which was estimated by the Federal Reserve Bank of Philadelphia.

E. **NOT ALL SCHOOLS ARE OPERATING IN THE RED.** As indicated by analysis of individual school operating statements, there are many schools which are not experiencing deficits currently. Although there is a substantial deficit overall, resulting from the fact that costs are rising at rates approximately three times as fast as revenues, this deficit is not distributed proportionately or evenly over all the schools.

F. **CATHOLIC SCHOOL ENROLLMENTS DECLINED IN THE LAST SEVERAL YEARS. ENROLLMENT DECLINES ARE PROJECTED TO CONTINUE THROUGH 1975 AND WILL ADD SUBSTANTIALLY, ON BALANCE, TO THE OPERATING COSTS OF THE SCHOOL DISTRICTS IN PHILADELPHIA AND SURROUNDING COUNTIES.** The net additional cost depends upon projected rates of transfer from the Catholic to the public schools and the effect transfers will have on the amount of aid provided by the state. The cumulative impact over the three year projection period, assuming the rate of transfer implied in the basic forecast (5.7 percent compound annual rate), involves net additional costs in Philadelphia of $20.9 to $29.8 million. Additional costs for the four-county suburban area would be $24.4 million.

If the Catholic schools were to close down at the end of this year (1971-72), and all students were shifted to the public schools, the cumulative additional costs to 1975 would be: Philadelphia—$378.8 to $471.2 million; in the four-county surrounding area, the cost would be $274.8 million. Closing down all schools in the Catholic Archdiocese, therefore, would add an additional $653.6 to $746.0 million in total to operating costs over the next three years in the Philadelphia five county area.

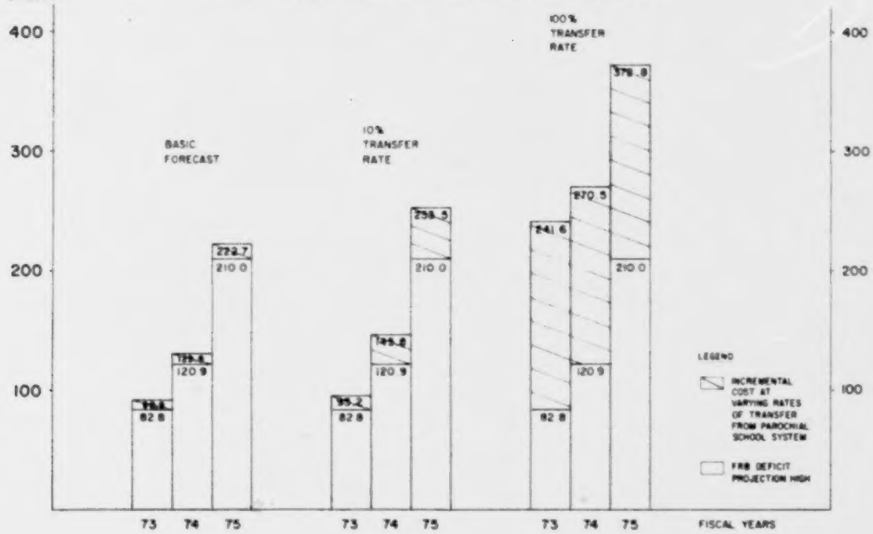
Assuming a longer-term closing pattern, 10 percent per year transfer, additional costs to the public school system in the time period 1972-73 to 1974-75 would be between $140.8 and $157.5 million. This amount is net of state aid, that is, the additional costs have been adjusted to reflect the fact that transfer of students may generate additional state-aid money for the receiving school districts.

Transfers of students from Catholic to public schools may have a beneficial effect on the financial status of the public schools in that state aid may increase. Within the mechanics of the state-aid ratio, it is possible for the state-aid ratio to rise, yielding higher state aid for not only the additional students but for the total receiving student body as well. But full benefits of transfer-induced state aid are not accrued until three years after the transfers occur. Thus, for example, if the Catholic schools were to close in '72, the public schools would receive no additional state aid in 1972-73, only a partial increase in aid in 1973-74, and the full impact in 1974-75 because of the manner in which state aid is calculated.

Comparison of the cost impact of various assumed rates of student transfer on projected public school deficits is revealing. Shifts of enrollment to public schools in Philadelphia may add between $8.1 to $12.7 million to the public school deficits projected by the Federal Reserve Bank of Philadelphia, if the Basic Forecast proves accurate. Higher rates of transfer will involve, of course, higher additional costs. Immediate closing of Catholic schools (at the end of the 1971-72 school year) would add $158.0 to $162.8 million per year to the public school deficit projected by the Federal Reserve Bank of Philadelphia. A visual comparison of the effects of different assumed rates of transfer on costs is provided in Chart IV.

Chart IV

COMPARISON OF THE COST IMPACT ON PROJECTED PUBLIC SCHOOL DEFICITS OF ALTERNATE RATES OF TRANSFER FROM PHILADELPHIA PAROCHIAL SCHOOL



G. **TUITIONS MAY PROVIDE A PRIME SOURCE OF ADDITIONAL REVENUE TO SCHOOLS IN THE ARCHDIOCESE IF, IN FACT, THE CATHOLIC COMMUNITY OF PHILADELPHIA CONTINUES TO DESIRE A VIABLE PAROCHIAL SYSTEM.** There is no evidence of a strong relationship between changes in tuitions (or student fees as proxy tuitions) and declines in enrollment. To the contrary, evidence to date, and at the levels of tuitions now charged, seems to indicate that the demand for Catholic school education is insensitive to current tuition levels—which is not to say that future demand may not be. The recent increase in high school tuitions in the Archdiocese from $130 per year to $300 per year is outside the range of any prior experience here—real or statistical. It is too early to determine the full impact of that price rise on enrollments, but so far the effect appears minimal.

   There is evidence, however, in the City of Philadelphia that direct charges (tuitions or student fees) in elementary schools are being paid for by an approximately equal reduction in church collections. This means that total support of the parish church-school complex is not likely to change level significantly—rather, parents will redistribute their giving, channeling funds directly into the school budget, by-passing the collection plate.

H. **MANAGEMENT INFORMATION PROCESSES AND SYSTEMS ARE INADEQUATE.** There is need for development of necessary information and systems for management analysis and control. Presently, ability to cope with the assessment of problems in a rapidly changing financial situation is limited. High levels of demand for sound financial and other key information are likely to be made upon the Archdiocese as the dynamics of the current financial crises unfold. Hard choices are ahead and they require hard information to manage either controlled balanced growth or decline. The current crisis does not appear to have reached the all or nothing stage. **There are options to explore.**

Perspective

The financial crisis pressing on the Archdiocesan schools, supporting parishes, and parishioners, is typical, in many ways, of the problem facing dioceses throughout the United States. In some places, the stage of the problem is more advanced—the communities involved have made their choice of how to solve the problem. Other communities are barely perceiving the existence of the problem. In Philadelphia, the problem is here and now. The time for learning the facts and making the choices is now. For the Catholic community, the time has always been now. There is, however, a new factor—a growing community awareness of the financial crisis facing non-public education, most significantly Catholic schools.

Many proposals for aid are now being discussed at the federal and state levels. There is, for example, **The President's Commission on School Finances,** including "The Panel on Non-Public Education." In Pennsylvania, there is the Mullen legislation for school aid. Legal and constitutional questions are by no means settled. There is considerable discussion about methods to finance education generally—tax credits, value-added taxes, and non-property tax bases. Many solutions have been proposed to deal with the problem facing Catholic education, and the sheer economics of education range from closing down all Catholic schools immediately, to limited consolidation or other forms of managed decline, to constructive cooperative programs between Catholic and public school officials. Those programs include such cooperative efforts as shared-time, dual enrollment, programs or released time for religious education.

Summary

This Committee now has with this report:

1. The facts necessary to analyze and assess the financial crisis confronting the Archdiocese of Philadelphia school system.

2. A data base to determine and evaluate alternative courses of action for recommendation to the Archbishop of Philadelphia.
3. Information required to assess the impact of the financial problems of the Archdiocesan school system on the Philadelphia community and local public finance.

What is not available is an in-depth understanding of the attitudes of the Philadelphia area Catholic community. Attitudes reported from other parts of the country may or may not be representative of the attitudes of the Philadelphia community. To fill that gap and provide the correct perspective, a systematic program aimed at determining the basic attitudes of the Catholic community in the Archdiocese of Philadelphia must be pursued.

ACKNOWLEDGMENTS

Many people have contributed their time, energy, and talents in order that this report might be comprehensive. This report would not be complete without acknowledgment of their special contributions.

There would be no report without the assistance and cooperation we received from the people associated with the Archdiocese of Philadelphia. The openness and candor with which they approached this study is evidenced by the completeness of the details contained in this report. No request made of them by the staff was refused. A special debt of gratitude is owed to Monsignor Arthur J. Nace, Controller of the Archdiocese, and Reverend Francis A. Menna, Assistant Controller. Their complete willingness to provide the staff with full access to any and all financial data enabled us to provide the Committee with a comprehensive picture of the Diocesan financial structure.

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In gathering research material for the study, several debts of gratitude were incurred. We would like to acknowledge them now. May we extend our thanks to:

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VOLUME I

THE
REPORT OF THE
ARCHDIOCESAN ADVISORY COMMITTEE
ON THE
FINANCIAL CRISIS OF CATHOLIC SCHOOLS
IN PHILADELPHIA AND SURROUNDING COUNTIES

CHAPTER I

INTRODUCTION

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INTRODUCTION

A. Background

On September 9, 1971, John Cardinal Krol, Archbishop of Philadelphia, announced plans for the formation of a special group of prominent Philadelphians to serve as an Advisory Committee on the Catholic schools. He also announced that John T. Gurash, board chairman and chief executive officer of INA Corporation, had agreed to serve as the Chairman of this Committee. In his statement, it was indicated that every effort would be made to enlist leaders representing a broad range of community interest to serve on the Committee. On October 26, 1971, Mr. Gurash announced that thirty prominent individuals representing business, labor, government, education and the community at large had agreed to serve on the Committee. A complete listing of the membership of this Committee is included in the front of this report.

B. Objectives of the Committee

In the information distributed to the press, the Archbishop and Mr. Gurash indicated that the purpose of the Committee was to help determine the future of Catholic schools in the Archdiocese. Their mission is to obtain factual data on the place of the Catholic schools in the economic and social development of the Metropolitan area, to make this data available to labor unions, business organizations, foundations and other community groups, and to take the lead in opening a dialogue looking toward a solution of the problems facing the schools. To achieve the goals established by the Cardinal and Mr. Gurash, four specific objectives were identified for the first phase of the study.

1. To provide an accurate description of the current financial situations of Catholic schools in Philadelphia.
2. To provide projections of emerging trends in financial and other key variables.
3. To point out possible factors that may influence trends based on past patterns.
4. To communicate results to the community.

With this report, the Committee has the means to achieve the first three of these objectives and a basis from which to address the fourth objective.

C. Approach

The initial work of the Committee was assigned to the technical staff. The work of the staff was subdivided into seven major tasks.

Task 1—Develop a comprehensive description of the Catholic schools in the Archdiocese of Philadelphia, in terms of their organizational structure, demographic factors and financial profile.

Task 2—Develop various projections of key variables which impact on the economic outlook for these schools throughout the year 1975.

Task 3—Analyze the potential financial impact of projections developed for the Catholic schools on the combined deficit for the city and school district of Philadelphia, as projected by the Federal Reserve Bank and on the economic structure of the school districts in the four surrounding counties of Bucks, Chester, Delaware and Montgomery.

Task 4—Obtain and review related data developed for the Catholic schools in other Dioceses throughout the country.

Task 5—Evaluate, analyze and formulate observations based on the data accumulated in Tasks 1, 2, 3 and 4.

Task 6—Develop a preliminary draft report and an oral presentation of the staff findings for review by the Committee.

Task 7—Modify, finalize and publish a formal report on this phase of the Committee's activity.

This report is in two parts, designated as Volumes. Volume I consists of narrative text. Volume II, which begins on page 40, is comprised of graphs, charts, and tables. Each chapter of Volume II is keyed to the chapter bearing the same number in Volume I, and contains supporting data for that chapter.

D. Structure of the Report

The remainder of this report has been structured into five additional chapters, each devoted to a specific aspect of the analysis of Catholic schools in the Archdiocese of Philadelphia. The following is a brief synopsis of the content of each chapter.

Chapter II—Description of the Archdiocese—Parishes and Schools

This chapter is intended to provide a comprehensive financial and statistical profile of the parishes, elementary schools and secondary schools in the Archdiocese. It serves as the factual data base from which the various analyses of current and projected financial results are developed.

Chapter III—Outlook for the Future

The projections of revenues, costs and resulting deficits through the school year 1974-75 are described in this chapter. Alternative sources of revenue flow are reviewed and a number of different cost options are explored. This data provides the basis for assessing the magnitude of the financial difficulties confronting the schools in the Archdiocese.

Chapter IV—The Financial Crises Confronting Schools in the Archdiocese

From the various projections of revenue and expenditures developed in Chapter 3, the high, low and most likely combination are selected and analyzed. The rationale for the selection of the most likely projection is discussed and the impact of these projections on conventional methods of financing is reviewed and analyzed.

Chapter V—Impact of the Catholic School Crises on the Public School System—Philadelphia and Suburban Counties

In this chapter, the potential impact of the economic difficulties confronting Catholic schools on public school finances is explored. The effect of declining enrollments and the resulting absorption by public school systems is analyzed in terms of both the additional operating costs to the public schools and the potential for additional state aid which may accrue to these school districts as a result of the transfers. Finally, the potential impact of projected deficits for the city and school district of Philadelphia resulting from substantial transfers of Catholic students is discussed and analyzed.

Chapter VI—Perspective

Similar experiences of other Archdioceses in various parts of the country are reviewed in this section and commentary on the success or failure of various approaches to solve the problem is provided. A brief synopsis of the current status of proposed and existing legislation to provide federal and state aid to non-public schools is also included. Finally, a brief summary of significant observations and conclusions resulting from the first phase of this study is outlined.

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THE
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CHAPTER II

DESCRIPTION OF THE ARCHDIOCESE PARISHES AND SCHOOLS

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DESCRIPTION OF THE ARCHDIOCESE PARISHES AND SCHOOLS

A. Introduction—An Overview

Catholic schools are major contributors to the educational establishments of communities throughout the United States. In 1970, ten percent (10%) of all school age children under the age of 15 were enrolled in Catholic elementary schools, while five percent (5%) of all high school students attended Catholic secondary schools. Total operating expenses for all Catholic schools throughout the United States was $1.3 billion during 1969-70. Of this amount, $806 million was spent to provide educational services to 3.4 million elementary school students, and the balance, or $538 million, was used to educate approximately 1.0 million secondary school students.

Nowhere is the significance of Catholic schools as an integral part of the total educational establishment more evident than in Philadelphia. Based on an annual survey conducted by the National Catholic Education Association (NCEA)(1), in 1970, the Archdiocese of Philadelphia maintained the second largest Archdiocesan school complex in the nation, when measured in terms of enrollment. At the end of 1970, there were approximately 181,000 children enrolled in 285 Catholic elementary schools in Philadelphia and the four surrounding counties of Bucks, Chester, Delaware and Montgomery. In addition, there were over 56,000 students attending 29 secondary schools throughout the Diocese. In the City of Philadelphia alone, one out of every three children is enrolled in a Catholic school. Total expenditures for education by the Archdiocese of Philadelphia during 1970 were approximately $43 million or an average of $181 per student.

Philadelphia's Catholic schools which educate such a large number of children are obviously a significant factor in the total educational structure of the community. The continuing economic viability of these schools is, therefore, a source of concern to all of the citizens within the community.

B. Archdiocesan Organizational Relationships—A Paradox

To fully understand the manner in which the Archdiocesan schools are operated and, thereby, the underlying financial structure, it is first necessary to examine the organizational relationships between the various individuals and groups who share the responsibility for these schools. This is particularly significant in terms of evaluating alternative courses of action which may be considered to alleviate the financial crises confronting these schools.

Many observers tend to view the Catholic Church and the school complex which it operates in terms of a unified, monolithic organization, not unlike many other large institutions with which they are familiar. There is a tendency to view the Church school organization in much the same way as they see General Motors, the United States Army or, for that matter, the Philadelphia Public School System. Because of this, there is an impression created that the management structure and organizational relationships within the Church, and more particularly within the school complex, are similar in the way in which they operate to these well-known institutions. There are, in fact, many similarities, but there are also many important differences. It is these differences which must be properly understood by the Committee in order to completely understand the nature of the financial problems confronting the Catholic schools in the Archdiocese of Philadelphia and, more significantly, to meaningfully evaluate potential solutions to these problems.

The structure and organizational relationships within the Church are highly complex involving as they do both religious and temporal matters. Our focus will be on those areas which directly impact on the financial management decisions affecting the schools. These involve organizational relationships among the following:

1. The Archbishop and his staff

2. Parish pastors
3. Religious orders and their leadership
4. Lay school employees (teaching and non-teaching)
5. The Diocesan School Board
6. Parishioners

The responsibilities, duties, rights and obligations among these individuals with respect to matters having an impact on the schools are defined by the various codes of Canon and Civil law, as well as by operational traditions. A lack of understanding about the nature of these relationships has resulted in the development of a number of myths and misconceptions regarding the management of the Church and schools. The following is a brief discussion which clarifies several of these relationships having a direct bearing on this study.

1. **All schools within the Archdiocese are not organizationally part of a "system" in the normal context of this term.**

   The 285 Catholic elementary schools in the Archdiocese are each directly connected and responsible to the specific parish or parishes which they serve. Educational policy guidelines are established by the Archdiocese, particularly with respect to matters relating to the curriculum. However, the Office of the Superintendent of Schools and other Archdiocesan officials do not exercise direct control over the elementary schools. Such authority rests with the pastor as the official head of the parish.

   A parish is an autonomous juridic entity, and each parish operates independently of all other parishes. The prime responsibility for the parish, particularly with respect to matters of financial management and control, rests with the pastor. Since the elementary schools are an integral part of the parish, they fall under the administrative responsibility of the pastor. An area which can serve to illustrate this relationship is the matter of school ownership. Each elementary school plant is owned by the parish with which it is connected, not by the Archdiocese. A recent communique from the Office of the Superintendent of Schools to all of the pastors regarding the question of tuitions serves as another illustration of parish autonomy. The letter was intended to inform pastors of the provisions of recent State legislation providing for direct reimbursement of tuition payments to parents. Each pastor was advised that "you should consider" the introduction of an elementary school tuition before January 31, 1972 in order for parents to request reimbursement under the provisions of the Act. It should be noted that pastors were not ordered to institute a tuition or to increase existing tuitions to a specific level. It was recognized that this decision was the sole responsibility of each pastor based upon his evaluation of the requirements of his specific parish.

   In view of these organizational relationships, it is evident that the elementary schools cannot be considered as a system in the same context in which the public elementary schools comprise a school system in each of the five counties. The secondary schools within the Archdiocese, however, are a consolidated school system. The Office of the Superintendent of Schools, in addition to establishing educational policy, does exercise direct administrative control over the operation of the secondary schools. In addition, direct financial control over the operations of the secondary schools is maintained by the Controller of the Archdiocese.

   The distinction which has been drawn between the lines of authority over elementary and secondary schools is significant in terms of the potential courses of action which can be pursued to solve the financial crises facing these schools.

2. **The Archbishop does not exercise complete and absolute authority over the Church and schools.**

   As defined by Canon law, the Archbishop or Ordinary of the Diocese has complete responsibility and authority in matters of morals and ethics. However, with respect to the "temporalities" or material resources of the various parishes within the diocese, he exercises supervisory responsibility, but does not have direct administrative control over these resources. Accordingly, the Archbishop cannot commandeer, sequester, redirect or assign funds from one parish to another. Revenues received through collection, donation or from whatever source belong to the individual parish which legitimately acquired them. Alienation of such funds is controlled and regulated by restrictive conditions of ecclesiastical law. In a recent book on the subject of Church finances entitled Worldly Goods, by James Gollin,[2] the relationship between the Archbishop and the parish pastor regarding financial matters is described as follows: "Economically, however, the individual pastor is anything but passive. In all but the largest dioceses (and a very few small ones), pastors operate far more freely than do, for instance, the branch managers of banks, manufacturing companies or chain stores. Apart from the occasional letter of advice from the Chancery and the required financial report, the pastor is very much on his own." Gollin goes on to say "the pastors still retain independent control of their money and property." This description closely characterizes the relationship between the Archbishop and the pastors in the Archdiocese of Philadelphia.

Another important area requiring commentary is the relationship between the Archbishop and other religious within the Archdiocese on matters of personnel management and control. As has been described, the role of the pastor in the financial management of the Church and schools is quite significant. Historically, pastorships have been virtually permanent appointments and are usually terminated with the death or physical disability of the individual pastor. The financial management ability of pastors has not been regarded as a significant criteria for evaluating the performance of these individuals.

Another area of personnel management which has a direct and immediate impact on the schools in the Archdiocese is the relationship between the Archbishop and the religious Orders which provide teachers for the schools. While the Archdiocese may attempt to exercise moral suasion in the matter of personnel assignment, each Order independently determines its own objectives and how personnel will be allocated to achieve these objectives. If a religious Order determines that one of the main objectives it wishes to achieve is in the field of education, it may voluntarily enter into a contractual obligation with the Archdiocese to provide teachers for the schools. It should be recognized that this is entirely voluntary on the part of the Order and that the commitment can be revoked upon the expiration of the contract should the Order determine new objectives have assumed priority.

3. **The Church is not a single super-efficient money machine providing a flow of funds to the Archdiocese and ultimately to Rome.**

Historically, there has been a tendency to view the Church in America as a unified and efficient money-raising mechanism providing a flow of funds to the Vatican. The primary source of funds within the Archdiocese is the parishioner's contributing through his parish. As is true in other matters relating to finances, the primary responsibility for fund-raising rests with each pastor. It is he who decides what methods will be most effective in his particular parish, and as might be expected, pastors achieve different levels of success in their fund-raising activities.

During 1971, over seventy-five percent (75%) of all funds expended by the parishes in the Archdiocese were spent at the parish level. Only 7.5% of all funds expended by the parishes were directed international, national and regional apostolates.

Pastors retain direct control over both the generation and use of most funds within the Archdiocese. As a result, there are wide differences in the efficiency rating of parishes on the basis of either revenue generation or expenditure control.

4. **The role of the Board of Education of the Archdiocese of Philadelphia is not the same as the Board of Education for the Public School System.**
In the first report of the Board of Education of the Archdiocese of Philadelphia to Cardinal Krol, the Board described its role as providing advice to the Archdiocese on matters of educational policy. Initially, their focus has been directed toward the following specific areas:

   - —faculty employment and relations
   - —enrollment patterns and student charges
   - —home and school association development
   - —extramural liaison

   Unlike the Public School Board of Education, the Archdiocesan Board does not exercise any administrative control over the elementary and secondary schools or over the Office of the Superintendent of Schools.

C. **The Parish—Financial Cornerstone of the Archdiocese**

Any discussion of the financial condition of the schools in the Archdiocese of Philadelphia must start with a comprehensive review of parish finances. In terms of financial structure, the parish is the cornerstone of the Archdiocese. The major portion of all funds generated and spent within the Archdiocese initiate at the parish level. Both the elementary and secondary schools look to the parishes as a primary source of their funds. In addition, the parishes provide funds for the conduct of apostolic works at the local (parish) level and contribute to the support of international, national and regional apostolates.

In **Table 2-1** of Volume II, a comparative financial report of receipts and expenditures for the years 1970 and 1971 for all parishes combined within the Archdiocese of Philadelphia is presented. A similar report for Philadelphia and each of the four surrounding counties of Bucks, Chester, Delaware and Montgomery is presented in **Tables 2-2 through 2-6.** Total operating receipts in all parishes during 1970 amounted to $60.7 million and increased to approximately $60.8 million in 1971, an increase of .1%. During these same periods, total operating expenditures increased from $61.9 million to $65.9 million, respectively, an increase of 6.4%. As a result, there was a deficit in 1970 of $1.2 million and this increased to $5.1 million in 1971. In 1970, a net positive cash flow was maintained through parishes borrowing and drawing down on funds held in trust by the Diocese in the amount of $3.9 million. This was partially offset by an increase in the investment and trust accounts of $1.4 million, which resulted in a positive net cash flow in 1970 of $1.3 million. In 1971, however, although borrowing and trust withdrawals increased to $5.9 million, it was necessary for the Archdiocese to request that the parishes invest all surplus funds in the trust accounts to insure the financial stability of the loan accounts. As a result, investments increased to $3.1 million and this, in conjunction with the deficit of $5.1 million, resulted in a negative cash flow of approximately $2.3 million. The following is a brief recap of the surplus of deficit and cash flows for the years 1970 and 1971 by county:

	$ Millions			
	Surplus (Deficit)		**Cash Flow**	
County	**1970**	**1971**	**1970**	**1971**
Bucks	(.5)	(.7)	.2	(.2)
Chester	(.4)	(.3)	(.1)	(.1)
Delaware	(.3)	(1.0)	.1	(.2)
Montgomery	(.7)	(1.9)	0	(.2)
Philadelphia	.7	(1.2)	1.1	(1.6)
Total Archdiocese	(1.2)	(5.1)	1.3	(2.3)

A ratio analysis of key data for the years 1970 and 1971 for all parishes combined within the Archdiocese and each county is presented in the tables in Volume II in **Tables 2-7 through 2-12.** In addition, a further analysis in terms of per family receipts and expenditures is presented in the financial reports described above. A review of these analyses indicates that the primary sources of funds in the parishes are collections from the parishioners for diocesan purposes (7.13% in 1970; 6.95% in 1971), ordinary income from Sunday church collections, socials and donations and other sources (78.07% in 1970; 76.63% in 1971), miscellaneous other income from such sources as bequests, resale of equipment, etc. (8.79% in 1970; 7.53% in 1971), and from loans and withdrawals from trust accounts (6.01% in 1970 and 8.89% in 1971). The sources of ordinary income remain reasonably consistent from year to year, with approximately 78% from Sunday collections, 21% from socials and donations and the balance (1%) from miscellaneous sources. Further analysis of key variables, however, reveals that there is no single characteristic which clearly distinguishes a surplus from a deficit parish.

Surplus parishes, on the average, operate with slightly higher total operating revenues. The differential is accounted for mainly by socials and other non-plate collection donations.

The sources of funds may vary slightly, although this does not appear to be a significant factor. On the expenditure side, both surplus and deficit parishes are allocating approximately the same proportion of their funds to support of schools. One notable exception is that deficit parishes allocate a significantly higher amount of their resources to capital expenditures. It is not clear whether this is due to new parishes which are establishing new facilities or old parishes engaged in rehabilitation programs.

In the final analysis, the only way to determine the specific characteristics that account for differences in parish performance is to investigate in detail all the financial, organizational and operating policies and practices of each specific parish.

The ratio analysis for all parishes combined provides significant insight into the degree to which parish funds are used to support the schools. Support to the elementary schools is channeled through two accounts in the parish books—Parish Subsidy—Current and Parish Subsidy—Debt. Parish support to the secondary schools is identified by two other accounts—High School Tuition Assessment and High School Expansion Quota. The following is a brief recap of the percentage of parish operating receipts expended on these four accounts for all parishes by county and for the total Archdiocese during the years 1970 and 1971:

	Percentage of Operating Receipts to Support of Elementary and Secondary Schools	
County	1970	1971
Bucks	44.4	44.8
Chester	34.6	33.0
Delaware	44.1	45.9
Montgomery	41.6	46.5
Philadelphia	43.5	46.8
Total Archdiocese	43.6	46.7

In 1970, an additional 13.6% of all operating receipts of the parishes was spent for Diocesan purposes and this decreased to 13% in 1971. The remainder of all operating receipts, or approximately 43% in 1970 and 40% in 1971 were used for local parish apostolic work.

The distributions presented in **Charts 2-1 through 2-38** provide a financial and statistical profile of the parishes within the Archdiocese of Philadelphia during the years 1970 and 1971. Although all of the distributions contain meaningful insight into the financial structure of the parishes in the Archdiocese, several of the more significant variables require a brief commentary.

1. **Distribution of Parishes by Size—1971 and 1970 (Charts 2-1 and 2-2)**

   In 1970 and 1971, the average size of a parish when measured in terms of numbers of families was 1169 and 1168, respectively. Over half of the parishes in 1970 had fewer than 907 families, and less than 894 families in 1971.

2. **Distribution of Parish Ordinary Income—1971 and 1970 (Charts 2-11 and 2-12)**

   Approximately 58% of all parishes in 1971 had ordinary income for support of the parish and school of less than $163 thousand. Half of the parishes had ordinary income of less than $134 thousand. The average parish generated ordinary income of $161 thousand in 1971 which was a slight increase over the average of $159 thousand in 1970.

3. **Distribution of Average Family Contribution for Direct Support of Parishes—1971 and 1970 (Charts 2-13 and 2-14)**

   The average contribution per family in 1971 toward the direct support of the parish was $169. This was a slight decrease from 1970 when the average contribution was $171.20. Half of the parishes in the Archdiocese received average family contributions of less than $145 in both 1970 and 1971, while approximately 6% of the parishes received average contributions in excess of $300 per family.

4. **Distribution of Parish Subsidy for Operation of Parish Elementary School—1971 and 1970 (Charts 2-23 and 2-24)**

   In 1971, over 60% of all parishes provided less than $65 thousand for the support of the elementary school. Half of the parishes provided less than $52 thousand. The average subsidy to the parish elementary school was approximately $64 thousand in 1971, which was an 8% increase over the average subsidy for 1970 of $59 thousand.

5. **Distribution of Parish Borrowing—1971 and 1970 (Charts 2-33 and 2-34)**

   Average parish borrowing in 1971 was approximately $19 thousand, an increase of $7 thousand over the average borrowing for 1970. These amounts included not only loans from external sources but also withdrawals from Diocesan trust accounts.

6. **Distribution of Parish Operational Surplus or Deficit—1971 and 1970 (Charts 2-37 and 2-38)**

   In 1971, 160 parishes operated at a deficit, 126 parishes operated at a surplus, and 30 parishes operated at breakeven. This would appear to be a slight improvement over 1970 when 166 parishes experienced a deficit while 125 parishes generated surpluses, and 25 parishes broke even. However, in analyzing the distribution of the deficits, it can be noted that while fewer parishes had deficits in 1971, those parishes which did operate at a deficit tended to incur much larger deficits than they did in 1970. For example, approximately 25 parishes had deficits of more than $35 thousand in 1970, while over 40 parishes incurred deficits greater than $35 thousand in 1971. A general shift in the number of parishes experiencing larger deficits from 1970 to 1971 can be noted in the charts.

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D. The Parish Elementary School—An Increasing Financial Burden

At the end of 1971, there were 285 elementary schools in the Archdiocese of Philadelphia providing an education for over 174,000 children. The following is a distribution of the number of schools and enrollments by county:

County	1971 Number of Schools	%	Enrollment	%
Bucks	27	9.5	16,833	9.7
Chester	18	6.3	5,785	3.3
Delaware	49	17.2	31,200	17.9
Montgomery	53	18.6	21,594	12.4
Philadelphia	138	48.4	98,720	56.7
Total Archdiocese	285	100.0	174,132	100.0

Included in the enrollment data cited above are the following ethnic or other groups:

	1971 (September) Negroes	Puerto Ricans	Non-Catholics
Philadelphia	11624	2170	3473
Four County Suburban Area	595	264	244
Total	12219	2434	3717

In **Tables 2-13 through 2-18,** a comparative financial report for the years 1970 and 1971 for all elementary schools throughout the Archdiocese and the combined schools in each of the five counties is presented. Total receipt for all elementary schools amounted to $29.6 million in 1971, a 21.9 percent increase over the $24.2 million reported for fiscal 1970. Most of the increase was generated from two main sources, an increase in student fees of $1.4 million and the first full year of state aid receipt, which amounted to an increase of approximately $2.0 million. During the same period, however, total school expenditures increased from $24.4 million to $29.4 million, an increase of 20.5 percent. The additional receipts during 1971 were enough to offset these cost increases and produce a small surplus of $96 thousand, as compared with a deficit in 1970 of $193 thousand. It should be recognized, however, that as a result of the recent Supreme Court decision invalidating state aid to non-public schools, the additional revenues which produced this surplus are no longer available to the schools. The following is a comparative recap of the surplus or deficit of all elementary schools within each county during 1970 and 1971.

County	($000) Surplus or (Deficit) 1970	1971
Bucks	(3)	37
Chester	6	(13)
Delaware	(35)	26
Montgomery	6	(47)
Philadelphia	(167)	93
Total Archdiocese	(193)	96

A ratio analysis of key data for the years 1970 and 1971 for all schools combined within the Archdiocese and within each county is presented in the tables in Volume II in **Tables 2-19 through 2-24.** A review of these analyses provides significant insights into the trends developing in elementary school finances.

In **Table 2-19** the ratio of students to teachers is calculated for the years 1970 and 1971. This ratio decreased from 40.1 in 1970 to 38.8 in 1971. It should be noted that this ratio is not the same as class size since certain administrative personnel are included in the total number of teachers. Average class size would always be greater than the student/teacher ratio for this reason. It is interesting to note, however, that the student/teacher ratio is one measure of quality which is perceived by parents and a declining ratio is an improving ratio in normal terms. However, this most certainly is one of the factors contributing to the dramatic cost increases experienced in 1971.

Another significant factor is the mix of religious and lay teachers. In 1970, 58 percent of the teachers in elementary schools were religious teachers. This percentage decreased to 55 percent in 1971. Expressed another way, there were 1.4 religious teachers for every lay teacher in 1970, and only 1.2 religious for every lay in 1971. Since the average salary for religious teachers in 1971 is approximately one-half the salary of lay teachers ($2,231/year vs. $4,394 per year), the impact on total operating costs of this shift in mix can be quite significant.

A further profile of elementary school finances can be obtained from the graphs presented in **Charts 2-39 through 2-58.** These graphs take on particular significance when analyzed on a comparative basis over the two-year period. The following are some brief comments on several of the more significant school characteristics.

1. **Distribution of Parish Elementary School Enrollment—1971 and 1970 (Charts 2-39 and 2-40)**

   Average enrollment in elementary schools did not change significantly from 1970 to 1971. In 1970, average enrollment was 647 per school, and this declined to 623 per school in 1971. Half of the schools had fewer than 500 students in both 1970 and 1971.

2. **Distribution of Parishes by Number of Lay Teachers—1971 and 1970 (Charts 2-43 and 2-44) and Distribution of Average Salary—Lay Teachers 1971 and 1970 (Charts 2-45 and 2-46)**

   The effects of a declining religious/lay teacher mix can be observed on these charts. In 1970, the average number of lay teachers per elementary school throughout the Diocese was 7.3. This increased to 7.9 in 1971. The impact of this increase is compounded by the fact that the average salary for lay teachers increased from $3,732 per year in 1970 to $4,311 per year in 1971.

3. **Distribution of Parish Total Salary Costs for Lay Teachers—1971 and 1970 (Charts 2-47 and 2-48)**

   In 1970, the average parish spent approximately $26 thousand per year for the services of elementary school lay teachers. In 1971, this expenditure increased to approximately $32 thousand, an increase of 23 percent. Half of the parish schools in 1970 had a lay teacher salary bill of more than $21 thousand, while in 1971 half of the parishes were paying more than $26 thousand per year for their lay teacher staff.

4. **Distribution of Parish Elementary School Operational Surplus or Deficit—1971 and 1970 (Charts 2-57 and 2-58)**

   During 1970, 78 elementary schools operated at a deficit, 96 operated at a surplus, and 113 had no surplus or deficit. In 1971, the number of schools operating at a deficit increased to 75, while the number operating at a surplus increased to 114, and the number which broke even decreased to 96. This distribution represented a general shift toward improved operating performance and reflects the impact of increased state aid in 1971 on the operating performance of the schools.

E. Archdiocesan Secondary Schools—Strained Budgets

The last year for which there is complete financial and statistical data available for the secondary schools is 1969-70. During the 1970 school year, there were twenty-nine (29) Archdiocesan secondary schools providing an education to over 56,000 students. This does not include the private Catholic secondary schools located within the boundaries of the Archdiocese. A brief statistical profile of these schools by county is outlined below:

County	Number of Schools	Enrollment
Bucks	4	5,419
Chester	1	585
Delaware	6	11,289
Montgomery	4	5,280
Philadelphia	14	33,774
Total Archdiocese	29	56,347

The enrollment data cited above includes representatives of the following ethnic or other groups:

	1971 (September)		
	Negroes	Puerto Ricans	Non-Catholics
Philadelphia	2,369	313	156
Four County Suburban Area	168	10	28
Total	2,537	323	184

A summary financial report for all secondary schools of the Archdiocese is presented in Volume II, **Table 2-25.** Summary supporting statements by county are included in **Tables 2-26 through 2-30.** Total receipts into the high schools during 1970 amounted to $17.9 million. Of this amount, approximately 33 percent was received from direct fees paid by the students, an additional 42 percent from the tuition subsidiaries provided by the parishes and the remainder from various other sources including fund-raising drives, state aid, transportation fees and miscellaneous other sources. Expenditures for the year were $18.7 million and were broken down into the following categories: Administration—6 percent; Instruction—56 percent; Operation and Maintenance of Plant—12 percent; Capital Outlay and Debt Service—24 percent; Other Expenditures—2 percent.

For the year 1970, the secondary schools operated at a deficit of $804 thousand. It should be noted, however, that this was after receiving state aid of approximately $662 thousand. This will no longer be a source of revenue in view of the Supreme Court decision invalidating state aid to non-public education.

The following is a recap of the surplus or deficit for the secondary schools within each county.

County	1970—$000 Surplus (Deficit)
Bucks	2
Chester	(66)
Delaware	(455)
Montgomery	(94)
Philadelphia	(191)
Total Archdiocese	(804)

Underlying the expenditures in the secondary schools is a number of factors, not the least of which is teacher salaries. A pattern similar to that observed in the elementary schools can also be seen in the secondary schools, that is, declining student/teacher ratios and an increasing number of lay teachers. In 1970, the following statistics were noted with respect to the secondary schools:

County	Student/Teacher Ratio	Percent Religious	Percent Lay
Bucks	27.9:1	54	46
Chester	22.5:1	50	50
Delaware	25.9:1	56	44
Montgomery	27.5:1	60	40
Philadelphia	28.0:1	63	37
Total Archdiocese	27.5:1	60	40

As can be seen from this analysis, there is still a high degree of dependence on religious teachers in the secondary schools. Any significant decline in the number of available religious teachers to teach in secondary schools would create serious inflationary pressures on their budgets.

F. Comprehensive Overview of School Finances

The schematic in **Chart 2-59** of Volume II is a representation of the primary flow of funds within the Archdiocese. As such, it identifies the sources of funding to the elementary and secondary schools. A review of the schematic identifies the main source of all funds received in support of the church and schools—the parishioner. In addition to direct contributions to the Church, a large share of which ultimately flows to the elementary and secondary schools, parents of children in the schools also contribute directly to the schools through various student fees and tuition charges. In recent years, another source of funds has been the lending institutions, particularly to the secondary schools. It is anticipated that the recent increases in tuition will, at least temporarily, minimize the necessity to rely on that source of funds for the high schools. A final source of funds until recently was state aid to non-public education. This source, however, has been cut off by the recent Supreme Court decision invalidating state aid. In the final analysis, support for the schools either directly or indirectly comes almost completely from the parishioners at the present time.

A complete picture of the status of school finances can be obtained by combining the summary elementary school financial report for 1970 with the summary secondary school report for the same year. The combined report is presented in **Table 2-31** of Volume II. Supporting combined reports by county are included in **Tables 2-32 through 2-36.** Key comparative analyses developed from these reports are exhibited in **Tables 2-37 through 2-42.**

The elementary and secondary schools operated at a combined total deficit during 1970 of $997 thousand. Total receipts during the year were $42.2 million, while total expenditures amounted to $43.1 million. It should be remembered that during this same period, all parishes combined operated at a total deficit of $1.2 million. School spending was almost equally divided between the city and suburban counties, with 48.5 percent of all school spending occurring in the four suburban counties and 51.5 percent in the City of Philadelphia. Direct effective tuitions and fees paid by elementary students were minimal during 1970, ranging from a low average of $9 per child in Delaware County schools to a high of $16 per student in Montgomery County. The overall average in the Archdiocese was $13 per student in 1970. Effective tuitions paid in secondary schools, however, were more substantial. They ranged from $99 per student to $105 per student during 1970. The average throughout the Archdiocese during that year was $104 per student. In 1971, tuitions in secondary school were increased to $300 per student for the first child in school.

A significant comparison which places the Catholic schools in perspective can be seen in **Table 2-42.** The average cost per student in Catholic schools in the Archdiocese during 1970 was $181 per student. This compares with a five-county average cost per student for public schools of $1,011 per student. The cost of providing an education comparable to that received in the Archdiocesan schools, in the public school systems of the five county area, is 5.6 times higher than the Catholic school cost. In view of this, the continued survival of these schools is a matter of grave concern to all of the people within the community.

CHAPTER II—FOOTNOTES

1. A Report on U. S. Catholic Schools, 1970-71; A Publication of the Research Department, National Catholic Education Association.

2. Worldly Goods—The Wealth and Power of the American Catholic Church, the Vatican and the Men Who Control the Money—by James Gollin, Random House, 1971.

VOLUME I

THE
REPORT OF THE
ARCHDIOCESAN ADVISORY COMMITTEE
ON THE
FINANCIAL CRISIS OF CATHOLIC SCHOOLS
IN PHILADELPHIA AND SURROUNDING COUNTIES

CHAPTER III

OUTLOOK FOR THE FUTURE

CHAPTER III

OUTLOOK FOR THE FUTURE

The last chapter provided an overview of the financial structure and interrelationships among the Diocese, parish churches and schools, and the diocesan high schools. The structure established shows the main sources of revenues and expenditures and provides absolute and relative measures of magnitude for income statement items for both 1970 and 1971. The picture thus presented represents, therefore, the starting point for our outlook for the future.

In this chapter, the outlook for each of the major sources of revenue or expenditure is projected through the year 1974-75. The total amount of resources that will be available for operation of the parishes, parish schools, and diocesan secondary schools is developed. Projections and analysis of key components of costs, especially teacher costs, are developed in such a fashion as to be combined into total cost projection. Then, total costs of providing education to Catholic school children can be matched against the total financial resources available to cover the costs.

A. Revenues for Elementary Schools

Two factors substantially determine the availability of revenues to fund the operation and maintenance of parish elementary schools: the rate of growth in parish revenues from various sources (Sunday collections, socials or donations); and the percentage of those total revenues that is channeled into the parish subsidy contributed to operate the schools. Another part of those parish revenues is used to subsidize parish school construction. Another major source of revenues for elementary operations is the direct school revenues arising out of student fees, tuition charges to parents directly, and book fees among others. Projections of the anticipated flow of revenue funds from these sources are provided in the accompanying Chartbook (Volume II) and are discussed briefly in turn below:

1. Parish Revenue Projections

As pointed out previously, parish revenues provide a key driving force in the financing of elementary schools. Subsequently, the role of parish revenues as a source of support to the diocesan secondary schools will be explored.

Three projections of total parish revenues in the Archdiocese are listed in **Table 3-1**, Revenue Projections—Elementary Schools. Each projection is based on a different assumption about the annual rate of growth in aggregate parish revenues. If the rate of growth experienced between 1968 and 1971 were to prevail, parish revenues would amount to $62.9 million in 1972-73 (fiscal '73) and increase to an annual contribution to all parishes of $65.0 million by 1974-75, a compound annual rate of growth (CARG) of 1.7%. The longer-term growth rate pattern, 4.0% CARG, would yield revenues of $71.1 million in fiscal '75. The 2.3 percentage point differential in growth would add $6.1 to the total parish revenue flow in the year 1974-75. That high rate of growth is not likely to occur, however, since the annual rate of growth in parish revenues has been falling since 1967. Last year, 1969-70 to 1970-71, revenues virtually stopped growing. The annual rate of growth dropped to only .14% CARG, down from the long-term growth of 4.0% and an intermediate term growth rate of 1.7%. If the most recent experience is indicative of future trends, the parish revenue curve will be flat through 1974-75. Parishioners would be contributing approximately $61 million per year each year through 1974-75. The recent experience of no growth in parish revenues may be explained, in part, by recent economic experience in the Delaware Valley and throughout the nation. Inflation and fears for employment security generally induce higher levels of thriftiness in people. Recent local experience tends to support that hypothesis, and part of the funds people are trying to save may well be drained from church contributions. Such pessimism is not likely to remain stable for long. Anticipated economic growth, both locally and nationally, is expected to provide impetus for some modest growth in the future, but not a high rate of growth. Thus, parish revenues are expected to resume growth at a rate over the next three years that approximates the recent intermediate—term growth pattern—1.7% compound annual rate of growth. Total parish revenues are projected to rise to $62.9 million in fiscal '73, from $61.8 this year. By fiscal '75 the annual rate of total giving will reach $65.0 million. The funds are then used to provide support for parish schools, contribute to the flow of funds into secondary schools and to carry out the apostolic work of the parish and the diocese.

2. **The Parish Subsidy to Elementary Schools**

Based on total figures, parishes used 32 percent of their total revenues from all sources to provide support to parish elementary schools, or $19.5 million out of $60.8 million in 1970-71. These funds (32% of parish revenues) represent roughly 70-75 percent of the total available funds parish schools have at their disposal. There is no reason to expect that the proportions these funds represent of either parish spending or school revenues are likely to increase greatly over the next three years. If there are revisions of priorities, it may be necessary to reduce the amount of parish funds going to the schools—given the possibilities of net parish deficits.

Based on the most-likely rate of growth in parish revenues (1.7% CARG) and 32 percent of that revenue flow being channeled into subsidy for elementary schools, the anticipated revenues for elementary schools from the parish are estimated as:

Year	($ Millions)
1972-73	20.1
1973-74	20.5
1974-75	20.8
Cumulative	61.4

An alternative set of projections, based on the assumption that any parish deficits (for apostolic or other work) must be covered before the parish subsidy to support elementary schools is calculated, indicates that for the same parish revenue growth options, the elementary schools would receive from $9.4 million (1972-73) to $14.1 million (1974-75) less parish support. Obviously, economic viability of the parish unit is important to the maintenance and stability of elementary schools.

3. **Direct Elementary School Revenues**

Certain fees are paid by parents directly to the elementary schools. Those fees, general and specific, functionally are the same as tuitions or quasi-tuitions, but so far are at extremely low levels, accounting for only $5.5 million, or 22 percent of revenues for the operation of elementary schools in 1970-71. Despite the recent announcements regarding charging tuitions ($75), it does not appear all parishes will move directly to that level. It is possible some parishes will move tuitions (qua fees) to levels close to $75, but there will be a time lapse even there.

A significant factor influencing whether parishes will move to tuition levels of $75 and the speed and timing of such decisions is the ultimate resolution of the constitutional questions surrounding legislative efforts to provide aid to parents of children in non-public schools through the mechanism of a voucher plan. If all elementary schools adopted a tuition of $75 per student, direct school revenues would be $14.1 million in 1972-73, $13.4 million in 1973-74, and $12.6 million in 1974-75 (see Volume II, **Table 3-1**). Our most-likely revenue projection does not anticipate this occurrence and is based on a lower level of direct tuition charges. Our forecast has been influenced by observations and comments from knowledgeable sources regarding the outcome of legal tests of the voucher plan.

Total direct school revenues, therefore, are expected to expand at a compound annual rate of growth of 10 percent, growing from $6.6 million in fiscal '73 to $7.9 million in fiscal '75. This projection assumes that tuitions (fees providing direct school revenues) will continue to grow at recently experienced growth rates providing some slight increase in the annual rate of growth.

4. Projected Total Revenues Available to Elementary Schools

Several possible projections of the total amount of revenues for elementary schools are listed in **Table 3-1,** Volume II. The projections, based on varied assumptions about parish revenue growth, the anticipated proportion of parish revenues used to support the parish elementary school effort, and likely growth in direct charges range as follows:

Year	Low ($ Mils)	High ($ Mils)	Most Likely ($ Mils)
1972-73	25.8	35.2	26.7
1973-74	27.7	35.3	27.7
1974-75	28.7	35.4	28.7
Cumulative	82.2	105.9	83.1

The most-likely projection of revenues yields a cumulative volume of funds for operating elementary schools of $83.1 million between 1972-73 and 1974-75. That projection assumes that:

a. parish revenues will grow at 1.7 percent CARG

b. parishes will continue to devote approximately 32 percent of their revenue to the schools

c. direct school revenues will grow at 10 percent CARG

The 4.0 percent growth of parish revenues implicit in the high revenue forecast appears unattainable in the near future thus eliminating it as a possibility for the time period of the forecast. Likewise, last year's extremely low growth rate is not expected to continue throughout the forecast period.

B. Revenues for Secondary Schools

Unlike elementary schools, secondary schools derive the bulk of their operating revenue from tuition charges. These charges provide the diocesan high school system with nearly 50 percent of its operating revenue. The next largest source of revenues, accounting for approximately 25 percent of secondary school revenues, is from the parish high school tuition assessment. Currently, each parish is charged $150 per student for each student from its parish who attends a diocesan secondary school. The third source of revenue for the operation of high schools is the students' fees—general and specific—paid directly by the student to the high school and accumulated in a Principals account. Ordinarily, these fees supply funded accounts, that is, the funds are earmarked for expenditure under the account in which they are accumulated. Thus, book fees are accumulated and expended for purchase of books. Such funds account for another 24-25 percent of secondary school revenues. The remaining fractional amount of funds appear as Miscellaneous X Income providing perhaps 1 percent of the schools' revenues.

Parish revenues are only indirectly related to revenues for secondary schools. Effects of variations in parish revenues must be transmitted through the High School Tuition Assessment account. The effect of variations is, therefore, marginal and is likely to show up in an impairment to the ability of a parish to pay its assessments fully or on time. This is in no way meant to minimize the amount of money relinquished to high schools from parishes. In 1970-71, the parishes contributed $8.1 million, 12.1 percent of total parish revenues, via High School Tuition, Assessments and Expansion Quota. The year before, 1969-70, parishes had spent another 12 percent on high school support.

Projections of each of the sources of revenue available for operation of the diocesan secondary schools are discussed below. For ready reference, the complete set of revenue projections for secondary school is summarized in the accompanying Chartbook in **Table 3-2.**

1. **Parish Revenues**

   As noted previously, the role of parish revenues in financing secondary school operations is indirect. The support is funneled through the High School Tuition Assessment account. For developing secondary school revenue projections, the same parish revenue projection as was used for the elementary school projection was incorporated here. The parish revenues are estimated to reach $62.9, $64.0 and $65.0 million in the fiscal years 1973, 1974, and 1975 respectively. Those revenues represent the pool of funds that will support parish ability to pay tuition assessments. Those funds, plus other revenues, flow through the Office of the Controller.

2. **High School Tuition Assessments**

   High school tuition assessments are expected to yield $7.8 million during 1972-73 and reach $8.1 million in 1974-75. This projection is a function of projected parish revenues and is, therefore, expected to continue to expand at a compound annual rate of growth of 1.7 percent. Such a forecast indicates concern in trying to balance out the ability of parishes to meet the tuition charge, the likely need for tuitions to rise above $150 per student as financial pressures mount, and need to maintain a minimal set level of support despite declining enrollments. As in the case of elementary school subsidies, there is a range of forecasts dependent on the movement of parish revenue. The amount of funds available from high school tuition assessments could be as low as $7.6 million for the years 1972-73 through 1974-75 to as high as $8.1 million in 1974-75, if the support rate is constant and parish revenues grow 4.0 percent per year.

3. **Regular and Special Fees per Student**

   Alternate projections of regular and special fees (tuitions) are developed by varying collection rates. Just this year 1971-72, the tuitions leaped to $300 from $130 charged the year before. Tuition is expected to remain at the $300 level for the next three years and the collection rate will be high—90 percent. Current indicators suggest that the collection rate may be somewhat higher than 90 percent, but the new tuition schedule is also a new experience here. The tuition charges may become problematical in the future but the trend in payments is not yet clearly established. The best estimate is that the $300 per student tuition ($250 for second child), combined with a 90 percent collection rate, will produce $13.8 million in 1972-73, drop to $12.8 million in 1973-74 and continue down to $12.0 million in fiscal '75.

   The collection rate on the new higher tuitions may be a leading indicator of parents' attitudes about the school system. Coming late as it did, the announcement of the new tuition schedule may not have provided enough time for parents to react. There may be yet a reservoir of sentiment for charging schools, but the decision to actually shift may have been deferred because of the timing. Slackening in the collection rate, a sign of parent reluctance to pay, may provide the clue to parents' intentions about continued enrollment next year. By next year, parents will have had time to adjust both their thinking and their finances. It may not be until the beginning of academic year 1972-73 that the first clear reading of the effect of tuition on enrollments will be clearly defined.

4. **Other Revenues**

School surplus funds and miscellaneous have not varied significantly in the past in terms of either magnitude or rate of growth. The School Surplus Fund is projected to rise at 1.1 percent annual rate and Miscellaneous Income will remain at the fairly constant four year average level. Combined, the other revenues will remain between $400 and $500 thousand.

5. **Principals Account**

Funds in the Principals account are paid directly to the school and remain in the collecting school for internal use and disbursement. There are two main sources of funds: (1) students' fees (i.e. book fees, lab fees or athletic fees); and (2) other revenues derived primarily from social functions or athletic events. Student fees have increased rapidly in the past—24 percent compound annual rate of growth during the past several years—but, they are not at high dollar levels per student. They are expected to continue their upward surge. As shown in **Table 3-2,** combined Principals account income is projected to increase at a 13.8 percent compound annual rate of growth between 1972-73 and 1974-75. The amounts of revenue anticipated from this account are:

Year	($ Millions)
1972-73	$ 8.4
1973-74	9.6
1974-75	11.0
Cumulative	$29.0

The $11.0 million expected to develop in 1975 will represent 34.8 percent of the $31.6 million total revenues projected to flow into secondary schools during that year.

6. **Projected Total Revenues Available to Secondary Schools**

Selected high school revenue projections are listed at the bottom of **Table 3-2.** The different projections are based on varying assumptions about the growth in high school tuition assessments, tuitions, miscellaneous income, and other fees. Combined, they yield a most-likely projection for secondary schools as illustrated below:

Year	High ($ Mils)	Projection Low ($ Mils)	Most Likely ($ Mils)
1972-73	$30.8	$28.6	$30.4
1973-74	31.3	29.0	30.7
1974-75	32.3	29.6	31.6
Cumulative	$94.4	$87.2	$92.7

The range of variation among these forecasts is surprisingly low in a cumulative basis ranging from $87.2 to $94.4 million or $7.2 million which is less than 10 percent of the low projection. Other forecasts, with underlying assumptions, are spelled out in **Table 3-2.**

C. Costs—The Key Factors

Projections of costs are developed in several stages, first of which is the projection of teacher costs. Calculations of teacher costs and teacher cost options are the results of combining projections of several key factors. The list of key factors for both elementary and secondary school teacher costs are:

(1) Enrollments
(2) Student/Teacher Ratios
(3) Total Number of Teachers
(4) The Religious/Lay Teacher Mix
(5) Religious Teacher Salaries
(6) Lay Teacher Salaries
(7) Numbers of Religious and Lay Teachers

Various combinations and assumptions omit the future behavior of each of these variables, or various subsets of the various variables will produce a different estimate of teacher costs. Teacher costs are a large factor in the total costs of operating schools—over 50 percent of elementary school total costs and slightly less than 50 percent in secondary schools.

Calculations of teacher cost options and projections of teacher costs through 1975 are listed in detail in **Table 3-3**. Several options are explored and explained below. Subsequently, the net cost effects of the various cost options are listed and one is chosen as most likely to occur. The main options are:

1. Option A—Basic Forecast

The basic forecast here represents a starting point for this study. This basic forecast is essentially the forecast with respect to enrollments, student teacher ratios, numbers of lay and religious teachers, and teachers' salaries that were provided by the Archdiocese. The estimates were derived from a study completed for the Archdiocese by Meridian Engineering, Incorporated, a Philadelphia firm.* This study, in both preliminary and final form was made available to the technical staff at the request of the Archdiocese of Philadelphia. Through the calculation of teacher cost options, the one variable which remains constant is the enrollment projections of Meridian. In order to provide a benchmark, one variable had to be fixed. Enrollments were selected because it would be better to have an agreed-upon enrollment number to work from than to completely reconcile several different enrollments, each measured differently but ostensibly measuring the same number of students. It is mainly in enrollment that research uncovered a large number of enrollment variants that were used for different purposes.

Given the assumption regarding all the key factors underlying the basic forecast, the result is an estimate of total teacher salaries in elementary schools rising from $20.8 million in 1972-73 to $21.6 million in 1974-75. (See **Table 3-3** for details.)

2. Option B—Improving Student/Teacher Ratio

It should be noted that the student/teacher ratio is not the same as classroom size. Usually, classroom size is larger because the calculation of student/teacher ratio includes administrative personnel. In elementary schools, the differences are small between classroom size and student/teacher ratio, but in high schools the gap is

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*See: *Projection of Expenditure Through 1975 Philadelphia Archdiocesan Schools,* Philadelphia, Pennsylvania: Meridian Engineering, Incorporated, 1971.

greater. The differential in elementary schools is probably in the neighborhood of 3 to 5 students; in high schools, it could range from 7 to 10. To improve the student/teacher ratio, ceteris paribus, as in Option B (elementary from 35.9 to 35.1:1 and high schools from 27.0 to 24.4:1) would require 342 new elementary teachers and 796 secondary teachers which would add an additional $7.1 million to total teacher costs.

3. **Option C—Basic Forecast Declining Religious/Lay Mix**

   If schools were to experience accelerated declines in the number of religious but attempt to maintain the basic student/teacher ratio, costs would rise in elementary schools from $80.2 million to $85.2 million over the four-year period, fiscal '71 to fiscal '75. Costs for secondary schools would climb to $54.9 million during the same period up from the basic estimate of $46.0 million. The yearly changes in Option C are listed in **Table 3-3.** The surge in costs would come about because of the need to replace 1376 elementary religious teachers with lay teachers on a one-for-one basis. The substitution of relatively high cost teachers for low cost religious order teachers would add a cumulative amount of $14.9 million to teacher costs over the forecast span.

4. **Option D—Improving Student/Teacher Ratio; Declining Religious/Lay Mix**

   If the Archdiocese tries to improve the student/teacher ratio (a measure of quality change) and at the same time offset the effects of declining religious vocations and numbers of teachers, an additional $24.7 million must be added to the basic forecast. **Table 3-3** lists the various cost factors and the patterns of development. Compared with the basic forecast, total teacher salaries jump to $88.0 million from $80.2 million in elementary schools and leap to $62.9 million in high schools from the basic $46.0 million. None of the options considered so far (Basic, B, C or D) involves any contemplated increase in teacher salaries.

5. **Option E—Increase Elementary Lay Salaries**

   Returning to the benchmark forecast, Option E assumes everything is the same as the basic forecast except that elementary lay teacher salaries rise. All other lay factors listed in Option E, **Table 3-3,** are at the basic forecast levels. The assumption here is that the elementary teachers unionize this year, and elementary teacher salaries rise to 90 percent of the salary schedule for high school teachers. As listed, the forecast also assumes implicitly that the higher salary will attract more highly qualified teachers (i.e. with degrees). It further assumes that schools recognizing the demands for perceived and real quality would shift rapidly to a degreed staff. This is a high estimate because the necessity to change the degree structure of the teaching staff may rapidly accelerate costs. This option, as is apparent in **Table 3-3,** involves no additional costs for high school teachers. Elementary school total teacher salary costs would spurt from $80.2 million (Basic Forecast) to $95.8 million. The cost of unionization and a complete follow-through to upgrade the qualification of teachers, as measured by degrees, would require an extra $15.6 million beyond the basic forecast.

6. **Option F—Improving Student/Teacher Ratio; Increased Elementary Lay Salaries**

   A lower student/teacher ratio in both the elementary and secondary schools (from Option C, **Table 3-3**) and the Option E increase in lay teacher salaries would push costs even higher. Total teacher salaries in elementary schools would accumulate to $98.0 million (versus $80.2 million) and the secondary salary costs would amount to $51.1 million (compared with $46.0 million in the basic forecast).

7. Option G—Declining Religious/Lay Mix; Increased Elementary Lay Salaries

The amount of money required to compensate for the declining numbers of religious teachers was developed in Option C, **(Table 3-3).** If, additionally, the lay teachers hired to replace the loss of religious must be paid the higher salaries resulting from unionization of lay elementary teachers (Option E, **Table 3-3**), total teacher costs will come to $103.4 million, an increase of 29.0 percent over the basic forecast of $80.2 million for elementary schools. As noted in **Table 3-3,** total teacher salaries for secondary schools would be $89 million higher than the basic forecast ($54.9 million under Option G compared with $46.0 million in the basic forecast).

8. Option H—Improving Student/Teacher Ratio; Declining Religious/Lay Mix; Increased Elementary Lay Salaries

If, as assumed here, the schools attempt to improve student/teacher ratios, whether by drift or by design; expand the teaching staff sufficiently to reduce the student/teacher ratio and also compensate for the declining numbers of available lay teachers; and they are required to do this at a time when unionization and other pressures are forcing teacher salary schedules upward, total teaching costs in elementary schools become one and a third times as great as total teacher salaries projected in the basic forecast. Total teacher salaries would leap to $106.7 million compared with $80.2 million estimated initially. Secondary school salaries, affected by the improvement in student/teacher ratios and the cost burden of replacing religious with lay teachers, would be 36 percent higher than the basic secondary projection of $46.0 million.

The explosive nature of teacher costs and their impact on total costs is by now apparent. Regardless of whether the pressure arises from attempts to improve quality (perceived either as a declining student/teacher ratio, or the acquisition of higher degree, higher-priced teaching staff), to compensate for the expected declining number of religious for teaching duties, or higher salary structures due to inflation, unionization or both, the result is clear. The future prospects all indicate substantially higher salary costs—under some circumstances approaching quantum leaps. It is apparent that Catholic elementary schools and secondary schools, now under severe financial strain, can expect no respite in the future. The options outlined above are but a few of many possible future developments. Review of the options presented in **Table 3-3** point out the complexities of the future. They illustrate the interrelationships and paths of feedback involved in developing a likely projection of the future time path of total teacher salary costs. Teachers' salary costs account for 50 percent of total school costs, at a minimum, and may run as high as one and a half times as great as all other costs combined by fiscal 1975.

For convenience, a recapitulation of the additional costs of teacher cost option, over and above the basic forecast, is provided in **Table 3-4.** That chart indicates the amount which should be added to the basic forecast to provide an estimate of future teacher costs under different possible future developments. The benchmark basic forecast is, in fact, the low estimate and in light of our analysis does not appear to be the likely outcome over the next few years. Current developments suggest other results are more likely. Results of the basic forecast include a projection of total teachers' salaries of $80.2 million (cumulative) and $46.0 million (cumulative) for secondary school total teachers' salaries (refer to **Table 3-3**). Additional costs, as shown in **Table 3-4** could be as low as $7.1 million for combined elementary and secondary schools to as high as $43 million combined, which should be added to the cumulative totals. The range of additional costs (depending on the option selected) is wide—Option H ($43.4 million) is six times Option B ($7.1 million) required to only improve student/teacher ratios. The additional costs of a major departure from recent and current practices and policies about teacher costs will prove quite costly.

D. Total Cost Projections—Elementary Schools

Results of the analysis of teacher cost options, in the form of projections, must be combined with projections of all other costs—non-teaching costs. In the case of both elementary and secondary schools, analysis of non-teaching costs in the detail provided had to be foregone. While non-teaching costs are substantial, they are not as volatile as teacher salary costs. One exception to this general statement might be construction costs, but the effects of the volatility and upward climb of construction costs would be ameliorated by the fact that such costs are usually associated with capital costs. There is no indication of an imminent surge of capital expansion. Therefore, the basic projection provided the Archdiocese for non-teaching costs was used—again as a benchmark.

Total cost projections for elementary schools in the Archdiocese are presented in **Table 3-5** which lists several combinations of teaching and non-teaching costs.

The **most-likely forecast** of future total costs is listed below:

Year	Non-Teaching Costs ($ Mils)	Teacher Salary Costs ($ Mils)	Total Cost Projection ($ Mils)
1972-73	16.0	16.6	36.6
1973-74	17.6	22.1	39.7
1974-75	20.6	25.1	45.7
Cumulative	54.2	63.8	122.0

The significance of teacher salary costs is obvious. By 1975, teacher salary costs will account for 55 percent of the total costs of elementary school operations.

Low and high projections of total costs, plus several other projections, are also listed in **Table 3-5.**

E. Total Cost Projections—Secondary Schools

Analysis for secondary schools, similar to that developed for elementary schools, results in the following total cost projection for the forecast period for high schools:

Year	Non-Teaching Costs ($ Mils)	Teacher Salary Costs ($ Mils)	Total Cost Projection ($ Mils)
1972-73	15.9	15.0	30.9
1973-74	17.8	16.4	34.2
1974-75	19.8	17.8	37.6
Cumulative	53.5	49.2	102.7

The complete set of forecasts developed for secondary school total costs is summarized in **Table 3-6.**

F. Concluding Comments

The outlook for the future of Catholic schools will be determined in large measure by the ability of parishes and the Archdiocese to generate sufficient revenues to cover burgeoning costs. In this chapter, future projects for both revenues and costs were developed. Several projections of revenues and costs were presented. Separate (but related) projections for revenues flowing into parishes, parish elementary schools, and diocesan high schools indicate that relatively modest increases in revenues can be expected in the near future unless dramatic policy changes are made. There is no assurance, however, that the policy formulations (e.g. charge higher tuitions) would be accepted. Costs are expected to rise at rates higher than the Basic Forecast presented here. It is assumed that, at a minimum, parish schools and high schools will continue to compete on quality grounds. The measure of perceived quality is taken to mean the student/teacher ratio (qua reduced class sizes) will appeal to parents of students. Additionally, the parishes and Archdiocese will meet the challenge of declining numbers of religious teachers by providing lay replacements. The most likely forecast assumes that the rate of decline in availability of religious teachers for schools will move to and approximate national average declines. Such declines are greater than those incorporated in the Basic Forecast. The forecast adopted for teacher costs is Option D, **Table 3-3,** which includes a declining student/teacher ratio and a declining religious/lay teacher mix. That option suggests that the parishes will have to provide $88.0 million ($7.8 million more than the basic) and the Archdiocese will have to generate $62.9 million ($16.9 million more) before the end of the forecast period. The conclusion is, therefore, that revenues are not expected to keep pace with costs. There is a deficit which will continue to grow. It should be noted also that the final cost projection, while somewhat higher than the Basic Forecast, still has a conservative bias. To the extent that non-teaching costs accelerate beyond rates implied in the Basic Forecast, or union pressures lead to increased salaries earlier than expected, the total cost projections presented here are low.

VOLUME I

THE
REPORT OF THE
ARCHDIOCESAN ADVISORY COMMITTEE
ON THE
FINANCIAL CRISIS OF CATHOLIC SCHOOLS
IN PHILADELPHIA AND SURROUNDING COUNTIES

CHAPTER IV

THE FINANCIAL CRISIS CONFRONTING SCHOOLS IN THE ARCHDIOCESE

CHAPTER IV

THE FINANCIAL CRISIS CONFRONTING THE ARCHDIOCESE

Projection of costs and revenues developed in Chapter III are brought into sharp focus in this chapter. The widening gap between revenues and expenditures appear boldly outlined in widening deficits in both elementary and secondary schools. In this chapter, projected costs are matched against projected revenues. The revenue short falls which increase throughout the forecast period and the resulting deficits are analyzed; first, for elementary schools; secondly for high or secondary schools; finally, the deficits are combined. Subsequently, several methods of financing the deficit are examined. The charts and graphs referenced in this chapter appear in Section 4 of the accompanying chart book (Volume II).

A. Projected School Deficits—Elementary Schools

Comparisons of the projected revenues, costs and resulting deficit anticipated in operating elementary schools are listed in **Table 4-1.**

1. Projected Revenues

Revenues might range from as low as $9.5 million which occurs in 1974-75, to as high as $35.4 million possible for that same year under a different set of circumstances. The loss projection resulting in circulative revenues of only $36.6 million would occur only if parishes, some of which are operating under deficits themselves, were to first eliminate their own deficit, then try to pay the subsidy required to operate the schools.

The most likely sequence of revenue flow is:

Year	Projected Revenues ($ Mils)
1972-73	$26.7
1973-74	27.7
1974-75	28.7
Cumulative	$83.1

This projection is based on 1.7 percent compound annual rate of growth on parish revenues, 32 percent of annual parish revenues being devoted to the current school subsidy, and other direct revenues continuing to grow at rates consistent with recent experience. Revenues in 1974-75 are expected to be 7.5 percent higher than in the 1972-73 school year.

2. Projected Costs

Elementary school costs are projected to increase by 15.1 percent between 1972-73 and 1974-75. The most likely cost projection listed in **Table 4-1** (along with high and low cost estimates) produces the following cost pattern:

Year	Projected Costs ($ Mils)
1972-73	$ 39.7
1973-74	43.2
1974-75	45.7
Cumulative	$128.6

The relentless pressure of rising costs is apparent in the pattern of the cost projections. Despite declining enrollments in every year, regardless of whether high, low or most likely costs occur, costs rise each year. Differences in the high and low forecasts are primarily differences in the levels of costs and those different levels are determined largely by variations in the levels of the total wage bill for teachers.

3. Projected Deficits

Elementary schools are likely to operate in deficit each year until 1974-75. The deficit is larger, approximating half or more of expected total revenues. Costs will outstrip revenues each year by an increasingly larger amount, each year of operation adding about $2 million to the previous year's deficit. The pattern of deficits (high, low and most likely) are shown at the bottom of **Table 4-1.** For convenience, the most likely deficit is listed here:

Year	Projected Deficit ($ Mils)
1972-73	$13.0
1973-74	15.5
1974-75	17.0
Cumulative	$45.5

The deficit in 1974-75 will be about 31 percent higher than it is projected to be in 1972-73 ($13.0 million), and more than twice as large as the anticipative deficit in 1971-72 school year.

4. The Cumulative Effect—Elementary Schools

Considering the three-year period as a unit, elementary education for Catholic school children will cost $128.6 million, while the revenue forthcoming will total only $83.1 million, or 65 percent of costs. The projected cumulative deficit for elementary schools in the Archdiocese will be the previously noted $45.5 million. That means that during that three-year period other sources of revenues must be found or education services must be curtailed. The $45.5 million deficit is developing at the same time many of the parishes themselves are struggling with deficits in fulfilling their apostolic mission. The high and low deficits are shown with the most likely results on **Chart 4-1** of Volume II.

Curiously, the combination of projected low costs with projected low revenues produces the greatest estimated deficit, $83.2 million cumulative. This is because of the virtual stoppage in revenue growth while costs continue to mount. Costs in this situation would be three times as great as revenues.

B. Projected School Deficits—Secondary Schools

Although the magnitudes of deficits in secondary schools are less, the relative changes and increases in deficits are substantially greater. The reason for the reduced size of the deficit lies probably in the fact that the secondary schools are less reliant upon the vagaries of parish revenues than are elementary schools. The secondary schools have more direct access to the purse of those seeking or paying for high school education. The changes are simply much more direct, consequently revenues track more closely with costs. It is expected, in fact, that this year, 1971-72, the secondary schools will operate at a surplus of $2.6 million. It is also expected that the surplus will be short-lived, reflecting primarily the initial impact of the recent jump to $300 per student for tuition. **Table 4-2** contains all the relevant information for calculating secondary school deficits.

1. Projected Revenues

The amount of variation in high school revenue projections over time is small.

The lowest projection is $28.6 million (1972-73 low) and the highest is $32.3 million (1974-75 high) providing a range of only $3.7 million overall. The principal source of variation is in collection rates which are expected to be high—90 percent, at least—and stable. Hence, the revenue projection time path produces the following annual services for high schools.

Year	Projected Revenues ($ Mils)
1972-73	$30.4
1973-74	30.7
1974-75	31.6
Cumulative	$92.7

Growth is slight, reflecting the net effect of declining enrollments offset by rising non-tuition fees.

2. **Projected Costs**

Total costs are expected to rise from $30.9 million in 1972-73 to $37.5 million in fiscal '75, an increase of 21.4 percent. This projection, which is both the high and the most likely, is based on the assumptions of a declining student/teacher mix and a reduced number of religious teachers. The decrease in the number of religious teachers is proportionately larger in the high schools as is the reduction in student/teacher ratios. Consequently, the most likely projection approximates the high forecast of costs. The cumulative costs of providing secondary school education for the years fiscal '73 through fiscal '75 are estimated to be $102 million.

3. **Projected Deficits**

The deficit estimated for next year (fiscal '73) amounts to half a million dollars. By fiscal '75, the deficit will have increased slightly more than 10 fold to a level of $5.1 million. The full range of deficits forecast for the several years of the forecast period are summarized on the bottom of **Table 4-2.**

4. **The Cumulative Effect—Secondary Schools**

The combination of cumulative costs of $102.6 million against revenues of $92.7 million results in a projected cumulative deficit of $9.9 million for new year 1972-73 to 1974-75 inclusive. Costs are 24 percent greater than revenues. Other forecasts of revenues and costs yielding three-year cumulative deficits are depicted graphically on **Chart 4-2.** Contrasted with the deficits projected for elementary schools, the deficits projected for secondary schools and the underlying cost/revenue relationships are significantly different in the case of secondary schools. The cost-revenue gap is quite a bit less, as is shown in **Chart 4-2** (in comparison to **Chart 4-1**). It appears the diocesan high schools have been able to approach better cost-revenue balance than elementary schools overall, but the problem of inadequate revenues has not been completely resolved, or the deficit eliminated. The deficit is expected to continue.

C. Projected School Deficits—Combined Archdiocese Schools

The full magnitude of the financial crisis facing Catholic schools in the Archdiocese of Philadelphia is clearly evident in the statement of combined elementary and secondary school revenues, costs and deficits. The problem can be stated simply enough! Revenues are expected to increase only 5.6 percent between 1972-73 and 1974-75, while costs are projected to rise 17.8 percent during the same time span. The result is a substantial and widening deficit. To close the gap—eliminate the deficit—revenues would have to be 31.4 percent higher than the most likely estimate of cumulative revenues. The details of the combined deficits are listed in **Table 4-3** of Volume II. The details are reviewed below:

1. **Projected Revenues**

   The expected revenues available for operation of all the schools is likely to develop as follows:

Year	Projected School Revenues ($ Mils)
1972-73	$ 57.1
1973-74	58.4
1974-75	60.3
Cumulative	$175.8

   The most optimistic forecast of revenues would accumulate to $200.3 million by 1975, but exhibits a very slow growth pattern over time. The low forecast, which is considerably less sanguine, suggests that revenues would actually decline from year to year, falling from $43.4 million to $41.3 million, to $39.1 in the fiscal years '73, '74, and '75 respectively. If that were to develop, the schools as a group would produce a massive deficit nearly equal to the amount of revenues they could produce over the three-year forecast period.

2. **Projected Costs**

   As noted earlier, costs are likely to increase at a rate of slightly more than three times that of revenues. The combined costs of schools in the Archdiocese are projected to climb as indicated below:

Year	Projected Costs ($ Mils)
1972-73	$ 70.6
1973-74	77.4
1974-75	83.2
Cumulative	$231.2

   Cumulative costs could be as much as $12.2 million higher, or $23.3 million less. The important factor however is the relatively high degree of consistency among the levels of forecasts for costs exhibited in **Table 4-3.**

3. **Projected Deficits**

   The relationship between combined revenues and combined costs provides the full measure of the financial crises Catholic schools must wrestle with in the next few years. The deficits that can be expected during the next few years are:

Year	Projected Deficit ($ Mils)
1972-73	$13.5
1973-74	19.0
1974-75	22.9
Cumulative	$55.4

   Annual deficits range from a low estimate of $8.2 million in the year 1972-73 to a possible high occurring (as estimated) in the year 1974-75. The full range of deficits forecast and comparison of the annual deficits can be seen in **Chart 4-3** of Volume II.

4. **The Cumulative Effect—Combined for All Schools**

Overall, the operation of the parish elementary schools and secondary schools during the three years ending with fiscal '75 will result in the following cumulative financial outcome:

	$ Millions
Cumulative revenues	$175.8
Less cumulative costs	231.2
Equals cumulative deficit	($55.4)

That deficit, $55.4 million, accruing over the years 1974-75 represents the most likely outcome of all the various possible outcomes explored. Several different projections of revenues were projected, starting at the parish level and following through the various sources of revenue available to the elementary and secondary schools. Likewise, several cost options and projections were developed. These revenue-cost projections were compared. The result was the estimate of a large and growing deficit for both the parish elementary and diocesan secondary schools. The best estimate of the combined projections is a $55.4 million cumulative deficit. The worst deficit (the highest) is $84.1 million; the smallest deficit (the lowest) is $43.1 million. Costs simply outstrip revenues by a substantial margin.

D. **Financing the Deficit Internally**

Faced with such substantial deficits, questions about the ability of the parishes, elementary schools and diocesan high schools to finance the deficit are pertinent. Several possible sources of additional revenues are explored briefly below. Any list of potential sources of revenue to eliminate the deficit internally must certainly include:

1. Tuition increases for either elementary schools, secondary schools, or both
2. Increases in other fees
3. Contributed services
4. Expanded parish subsidies
5. Increased parish giving
6. Borrowing from external sources to finance the deficit

Evaluation of these possibilities will provide perspective on the ability of the Archdiocese to help itself. It will provide a measure of the additional demands that would have to be made upon Catholic families to maintain the present educational structure throughout the Archdiocese.

1. **Tuition Increases** (direct to parents)

To eliminate the deficits projected for future years, higher tuitions could be charged. The present tuition for high school students of $300 per student would have to be increased by the following amounts to cover the deficits discussed earlier. In the brief table below the annual deficits projected for various years are listed along with the amount above the current $300 level that tuitions would have to rise to cover the deficit:

Year	Most Likely Deficit ($ Mils)	Additional Revenues Per Student Required ($)	Tuition Level* ($)
1972-73	.5	9.57	309.57
1973-74	3.5	71.63	371.63
1974-75	5.1	112.18	412.18

* Based on current tuition of $300.

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The amounts listed would be just adequate to cover the deficit; they would not provide sufficient funds for any large educational improvements.

The deficits projected for elementary schools are larger than those projected for the secondary schools. As might be expected, the amount of additional tuition that would have to be provided by each student will be larger each year, despite the fact that there are larger numbers of students to absorb the deficits. The amounts required per student to eliminate the projected annual deficits are listed below. In this illustration, it is assumed that the elementary school is now charging $75 per student. In fact, most schools do not charge tuition (or fees) nearly as high as that level now, but a recent Archdiocesan policy statement recommended that parish schools might consider such a move. Because of the diversity of various charges (quasi-tuitions), assumption of a $75 tuition charge will provide a benchmark. The important factor is the additional charges per student needed to offset the projected deficits. Those additional funds are:

Year	Most Likely Deficit ($ Mils)	Additional Revenue Per Student Required ($)	Tuition Level* ($)
1972-73	13.0	86.26	161.26
1973-74	15.5	110.95	185.95
1974-75	17.0	132.09	207.09

* Based on assumed charge of $75 per student.

Parents of children in Catholic schools might reasonably expect to pay tuitions in 1975 of $207 for elementary schools and $412 for high schools, if the deficits are to be eliminated. Any improvements in quality or cost increases above amounts implicit in the forecast assumptions would require even higher tuitions. It should be noted, however, that the higher tuitions could have an effect on parish revenues. There is evidence, in Philadelphia County, for example, that parents will shift funds from parish contribution via the collection plate to the parish in the form of school fees or tuitions as tuitions rise. The rate of exchange measures, approximately one dollar of tuition increase, is paid for by approximately one dollar reduction in the collection plate.

2. **Increases in Other Fees**

   The possibilities for increasing other fees students pay are limited. The principal constraint is the level of tuitions. If tuitions per se were to not rise, increases in general fees might support tuition increases marginally, but they would not be adequate to satisfy revenue needs.

3. **Contributed Services**

   Contributed services may be in the form of contributions of religious teachers working at below market salaries because of their vocational preferences or it may be in the form of the contributed services (volunteer work) of parish lay people. Neither form gives long-range prospects of overcoming the deficits. Volunteerism under the best of motives tends to be unstable, despite the high level of intention. A more serious problem in the area of contributed services is associated with the contributions of the dedicated religious teachers. The economics of life in the religious order puts the religious under severe strains as the age distribution of members matures. Equity, justice, and economics may combine to erode the volume of contributed services. The reduced amount of contributed services will have to be replaced by paid services, paid at lay market prices. The outlook for contributed educational services is further dimmed by prospects of the religious order re-evaluating their missions and role in the apostolic work of the church. A turn from education to other services, equally needed and meritorious, would constrict further the availability of religious for teaching services. Another problem with contributed services is the difficulty attendant with trying to maintain professionalism and continuity.

4. **Expanded Parish Subsidies**

Parishes already contribute substantial proportions of their revenues to the educational efforts of elementary and secondary schools—about 46 percent is used to support the schools. Faced with the prospects of rising deficits at the parish levels, there is likely to be increasing resistance to increasing the proportion of parish funds funneled into the schools. The volume of funds provided by the parishes will increase according to the growth of parish revenues but the proportion of parish funds that can be used for schools is not likely to rise. The deleterious effect of tuitions and student fees was noted earlier. It may well apply to parish subsidies as well. The benefits of expanded parish subsidies depends in the final analysis on increased parish giving.

5. **Increased Parish Giving**

The potential for increased parish giving (contribution via the collection plate) are limited.

Total parish giving increased by less than one percent last year. In 1970, parishioners contributed $60.7 million; in 1971 the amount was $60.8 million.

The lack of buoyancy in family contributions is apparent in **Chart 4-4,** which provides a graphical comparison of contributions per family, by county, for the years 1969 through 1971. With the exception of Chester County, the year-to-year pattern of contributions is fairly stable. For reference, the three-year average of contributions, by county is provided below:

County	Contribution Per Family* ($)
Bucks	174
Chester	189
Delaware	176
Montgomery	190
Philadelphia	150

* Rounded to nearest dollar.

The trends in contributions per family are evident in **Chart 4-4.** In Montgomery and Delaware counties, the trend is slightly downward. The Bucks county trend is flat on average. Philadelphia is slightly upward, but slowing. Only in Chester county is the contribution per family rising at an increasing rate. There is no strong trend in contributions evident.

Although some of the recent decline in contributions per family may be attributable to recent economic uncertainty, it is not clear that restoration of national and economic growth will be strong positive factors leading to rapid growth in the average family contribution to the church.

Evidence suggests that even increased levels of family income would not yield proportionate increases in average family contributions. The relationship between family contributions and family income is depicted graphically in **Chart 4-5.** The graph illustrates that contributions per family increases less and less as income progresses. Thus, an increase in per family income from $9,000 to $10,000 will result in a larger increment in average family contributions than an increase of income from $14,000 to $15,000. It appears, therefore, that expectations of future increases in income leading to future increases in family contributions should be modified downward because of the lack of proportionality. In other words, there is a declining marginal propensity to contribute to the church as incomes rise.

Projections of average family contributions, based on the statistical relationship underlying the expression in **Chart 4-5** (Volume II), are provided below for 1975, by county. These projections are based also on projections of family incomes in 1975, by county:

County	Projected Average Family Contribution 1975 ($)
Bucks	190
Chester	191
Delaware	190
Montgomery	189
Philadelphia	172

The changes in average family contribution are not large, considering that they extend over a three-year period. In view of mounting costs, they appear inadequate.

6. **Borrowing As a Source of Financing the Deficit**

Borrowing from financial institutions requires a serious management decision. Only recently has the Archdiocese turned to externally generated sources of funds to finance deficits. The borrowing levels are low so far, but might have to rise as the parishes and Archdiocese come under more pressure for working capital. Borrowing capacity and limits may be hampered by declining flows of revenues and the existence of negative cash flows. Consequently, borrowing appears to be a stopgap, short term palliative rather than a cure to the problems of financing a deficit of the proportions estimated for the next few years for the combined schools in the Archdiocese.

E. Concluding Comments

There should be little doubt remaining about the seriousness of the financial crisis confronting the Catholic schools in the Archdiocese of Philadelphia. Failing revenues, spiraling costs, and declining enrollment combined lead to the conclusion that the currently existing deficits in the parishes, elementary schools and secondary schools pose a grave threat to the continuation of Catholic education in the Archdiocese of Philadelphia. The deficits likely to occur in the future are enormous by any standards. The options available internally to finance those deficits are limited. It must be noted, also, that although there is a substantial deficit overall, not all schools are operating in the red. Many are not experiencing deficits and many are operating in surplus positions. The overall deficit is not distributed proportionately or evenly over all the schools. Catholic schools and parishes, however, are caught in the cost-revenue crunch. They are threatened seriously by potentially overwhelming financial problems. If the Catholic schools in the Archdiocese are threatened, so is the community. In the final analysis, the community will be affected by the potential threat to local public school systems if Catholic schools collapse.

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CHAPTER V

IMPACT OF THE CATHOLIC SCHOOL CRISIS ON THE PUBLIC SCHOOL SYSTEM— PHILADELPHIA AND SUBURBAN COUNTIES

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IMPACT OF THE CATHOLIC SCHOOL CRISIS ON THE PUBLIC SCHOOL SYSTEM— PHILADELPHIA AND SUBURBAN COUNTIES

The impact of the financial crisis in Catholic schools may be transmitted to the public school system in many ways. Enrollment shifts, the movement of students out of the Catholic schools into the public schools is the most obvious and direct leakage in the chain of events leading to various pressures on the already heavily burdened public school system. The recent intensive study of the financial conditions in the City and the County of Philadelphia pointed out the substantial financial problems of Philadelphia schools. Citizens of Philadelphia, private and corporate, are well aware of the needs of the public schools and how those needs are likely to affect their pocketbooks. They may not be as aware of the significance of the current financial crisis in the Catholic schools and the impact that crisis may have on their purses. This chapter develops a measure of the cost impact the threat to Catholic schools can have on them. It includes analysis of gross costs to public schools and net costs after state aid has been factored into the equation. Finally, the cost impact of transfer of students from Catholic to public schools in Philadelphia County is investigated. The resulting additional costs are then added to the projections of the public school deficits projected by the Federal Reserve Bank of Philadelphia.

A. Calculations of Gross Costs to Public Schools

The main elements in the calculation of gross additional operating costs to the public school system are the size (and timing of) the shift of students to public schools and the public school costs per student. The assumption is made that, on balance, transfers from parochial to public school are to take place mostly within the confines of a given county. This assumption ignores the possibilities of normal in-migration and out-migration for each of the several counties and to some extent understates the movement from city to suburbs. There is, however, some evidence to suggest that the rate of urban-suburban shift has declined in recent years.

1. Cost Per Student—Public Schools

Costs per student required for the calculation of costs to public schools of student transfers, by county, are listed in **Table 5-1** through **Table 5-5** of Volume II. The key costs per student needed for present analysis are:

County	Projected Cost Per Student		
	1972-73 ($)	1973-74 ($)	1974-75 ($)
Bucks	1202	1250	1350
Chester	1120	1350	1475
Delaware	1120	1200	1300
Montgomery	1240	1290	1440
Philadelphia			
Elementary:			
High	1114	1292	1669
Low	1040	1138	1277
Secondary:			
High	1649	1976	2653
Low	1517	1714	2008

These projected costs, plus the historical data in **Table 5-1 through 5-5** will provide the necessary perspective on costs to educate students in public schools through the Philadelphia region.

2. **The Enrollment Shifts**

   For purposes here, enrollment declines are expected to take place and become effective in 1972-73. The changes occurring this year are already underway and soon will be fact. Various rates of decline in enrollment are assumed. The rates of decline assumed and the number of students implied by the assumed rates as shifting into public schools is specified in detail by year, by county, in **Tables 5-6** and shown there in the columns entitled Decline, # of Students. Students leaving Catholic schools at rates implied by the basic forecast, and various rates of decline are considered. Specific declines listed are 100%, 10, 15, 25 and 50%. The details can be obtained by reference to **Table 5-6.**

3. **The Cumulative Effect**

   The calculation of additional operating costs to the public school system at varying rates of transfer, by county, is presented in **Table 5-6** for the three years in the forecast period. All the costs for each assumed rate of transfer, in each county, are worked out in detail. The basic forecast, for example, suggests that the cost to public schools to accommodate the basic projection of student decline would reach $61.6 million to $70.4 million by 1974-75. Of that additional cost, $33 million would be borne by the counties outside Philadelphia. The remainder would be additional costs to Philadelphia for that year (see **Table 5-6,** Basic Forecast for 1974-1975). Five other rates of transfer are worked out in detail in the remaining sections of **Table 5-6.**

4. **Year by Year Gross Increments**

   Where **Table 5-6** showed the cumulative effects of student transfers, the **Table 5-7** breaks out the costs associated with the annual increment in students as they shift from parochial to public schools. The high and low estimates provided there arise from the fact that high-low estimates were provided by the Federal Reserve Bank of Philadelphia for the City and County of Philadelphia. Following the summary for Total **(Table 5-7)** High Projection will illustrate how the **Table 5-7** may be interpreted. The Basic Forecast student transfer rate suggests that transfers to the public schools in 1972 will add $17.7 million to public school operating costs. The next year additional students leave the Catholic schools adding another $21.5 million to public school costs. Thus, in the second year, the extra cost of teaching students from two years of transfer is $39.2 million. In 1974-75, more transfers add an additional $31.3 million. At the end of three years, the cost to educate the transfer students now in the public school educational pipe line amount to $70.5 million.

   Perusal of the rest of the **TOTAL** section of that Chart reveals that the Basic Forecast is the most conservative cost estimate and it involves only a minimal assumption about student declines, or shifts of students from Catholic to public schools in the Archdiocesan area. Specifics about the counties under various rates of transfer are contained in the remainder of **Table 5-7.**

5. **Opportunity Cost—Value of the Catholic Schools to the Community**

   One way of measuring the value of the Catholic schools to the community is to consider the cost of doing without them—the opportunity costs to the community assuming the Catholic schools shut down entirely.

   Those costs appear in bold relief, by county, in **Table 5-7,** 100% Transfer Rate. The assumption is that 100% of Catholic school students are transferred in 1972-73 (this June or September) to the public schools in the various counties. Focusing attention on the five county area, the additional costs to the public schools for operating costs only would be:

Year	100 Per Cent Transfer Additional—Operating Costs Five County Totals High $ Mils	 Low $ Mils
1972-73	266.1	254.8
1973-74	299.6	276.5
1974-75	367.9	309.9
Cumulative	$933.6	$841.2

Based on projections of student costs in public schools (which might rise to even higher levels after the transfer) the minimum operating cost value for the three years is $841 million. The value to the community could be as high as $933 million—measured by what would be required to provide the educational services rendered by Catholic schools. Not included are additional capital costs (or rental fees, at a minimum) required to absorb the Catholic student body in a short time span.

B. State Aid

Transfer of students to public schools would have a beneficial effect in Philadelphia and most of the surrounding counties. Because state aid is based on a relationship between a school district's wealth per student and the state-wide wealth per student, the influx of students to local public schools would reduce the local school district wealth per student more than the additional students would affect the state wealth per student. The school districts would receive additional state aid for the new public school students, **and** it would receive the higher state aid for all the students it already has on its rolls. Thus, the marginal students increase the average state aid for everyone.

The state aid a district receives is determined by two factors:

1. a state-aid ratio calculation
2. an allowance per student set by the legislature ($620 per student)

The state-aid ratio relates the local wealth per student (measured as the market value of local real estate divided by the local weighted average daily membership), to the state wealth per student (state-wide market value of real estate divided by the state-wide weighted average daily membership). But there is a two year time lag in the effect of student transfers and full increases in state aid.

The dollar amount of state aid flowing into a school district is then calculated as, the state-aid ratio times the state-aid allowance times the number of students in weighted average daily membership. Results of the complicated calculations of the effect on state aid of the various rates of transfer are provided in **Table 5-8.**

C. Net Cost of Transfers to Public Schools

Combining the results of the calculations of additional costs from **Table 5-7,** and the calculated increases in state aid listed in **Table 5-8,** yields the net cost of transfers from Catholic schools to public schools. The net cost (a projected incremental cost) to the public school system of varying rates of transfer are provided in **Table 5-9.** Only three options are considered: The Basic Forecast, the 100% (full shut down) and the 10% or longer term closing pattern.

In no case is the additional state aid sufficient to offset the additional costs of transfer. Total additional costs (net) for the Archdiocese area range from a low of $17.1 million to an annual high net cost estimate of $238.5 million in 1974-75.

D. Impact on Projected Philadelphia Public School Deficits

The impact of the net costs calculated in **Table 5-9** and on Philadelphia County and City are depicted graphically in **Chart 5-1.** The additional costs associated with the several rates of transfer are added there to the deficits which were projected by the Federal Reserve Bank of Philadelphia. Focusing attention on the 10% transfer rate, the following results develop:

Fiscal Year	Public Schools FRB Projection ($ Mils)	Net Cost of Extra Students ($ Mils)	Total ($ Mils)
1973	82.8	12.4	95.2
1974	120.9	24.9	145.8
1975	210.0	43.5	253.5
Cumulative	$413.7	$80.8	$494.5

Even the longer term (10 year) rate of transfer would have a sizeable impact over the next three years in the City of Philadelphia. The deficit for the City of Philadelphia would be a conservative 20 percent higher, or $80.8 million dollars more than previously anticipated. If, due to overwhelming financial pressures, the Catholic schools were to collapse—despite the best efforts of the Catholic laity, religious teachers and Archdiocesan leaders—the burden imposed upon the Philadelphia public school system would be crushing. The cumulative net cost that would have to be paid for by Philadelphia taxpayers would leap upwards by $471.2 million in the three years. Instead of a three-year educational bill of $413.7 million estimated by the Philadelphia Federal Reserve, the cost would more than double. The total three-year cost would soar to $884.9 million.

The tax impact of these costs is substantial. Using current assessed real estate values, the tax effect of closing Catholic schools in the Philadelphia metropolitan area was calculated for Philadelphia City and County and for the four surrounding suburban counties as a group. To provide benchmarks, a long-term closing pattern (10% enrollment decline per year) and immediate closing (100% turn-over next year) were developed. Real estate taxes in Philadelphia County would have to increase by $3.38 per hundred of assessed value if there were an immediate shutdown of Catholic schools. Assuming the longer-term pattern of decline, taxes would have to increase in 1973 by 26 cents per hundred, another 27 cents per hundred in 1974, and an additional 40 cents per hundred in 1975 to cover the additional burden (net of state aid) caused by the transfer of children from Catholic to public schools. By 1975, the cumulative increase in taxes would be 93 cents per hundred at the 10% transfer rate. The complete closing option would require taxes to have increased by $3.46 per hundred to cover the net additional cost. A similar pattern would exist in the suburbs, although the amount of absolute increase would be smaller. A table of the required additional tax levels (per hundred of assessed value of real estate) is shown below:

	Amount of Taxes Required To Support Additional Students Transferring From Catholic to Philadelphia Schools[a] (Cents Per Hundred of Assessed Value)[b]	
	10% Transfer Rate	Complete Closing September 1972
Philadelphia		
1973	26	338
1974	53	318
1975	93	346
Four County Suburban Area*		
1973	22	166
1974	45	142
1975	56	117

*Averages

[a] Should be added to current rate—1972.

[b] Based on current 1971-1972 assessed value.

It should be noted that the above estimates do not include any increases in state taxes (personal or corporate) required to finance the additional state-aid funds which would be channeled to local public school districts receiving the influx of students from Catholic schools.

The financial crisis confronting Philadelphia Catholic schools is, in fact, only one step away from being the financial crisis confronting the Philadelphia community at large.

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PERSPECTIVE

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A. Related Experience—Beyond Philadelphia

The financial crisis confronting the Catholic schools in the Archdiocese of Philadelphia is typical in many ways of the serious problems facing Catholic Dioceses throughout the United States. Everyday, newspapers around the country carry articles and editorials heralding the financial plight of the Catholic schools. In **Appendix 6-1** of Volume II, there is a brief recap of some of the more significant news articles which have appeared during the last three or four months. A review of these articles points out several significant characteristics with respect to how the problems in other cities compare to the situation in Philadelphia.

1. In many parts of the country, the problems have advanced to a more critical stage than that which has been reached in Philadelphia. Reports of large numbers of school closings can be observed in other sections of the country. The rates of decline in the number of religious teachers in the schools are higher in other areas than they are in Philadelphia. In many areas, the Dioceses have turned to tuitions in elementary schools as a financing alternative at levels which are higher than what has been charged in Philadelphia.
2. Although a great deal has been written about consolidation as one solution to the financial difficulties of the schools, there has not been any indication of a widespread movement toward school consolidation throughout the country. Instead, there appears to be tentative experimentation with limited forms of consolidation and these ventures have experienced mixed results.
3. In recent months there has been evidence of increasing demands by lay teachers for salary levels approaching parity with public school teachers. In several instances, lay teachers have gone on strike in support of their demands.

It is not unreasonable to expect that many of the characteristics observed in other parts of the country will ultimately develop to some degree in the Archdiocese of Philadelphia. Thus far, effective action by the Archdiocese has delayed the advent of these events, but it is unlikely that they will be able to completely prevent them from occurring.

B. Governmental Aid to Non-Public Schools

On June 28, 1971, the Supreme Court of the United States ruled that the legislation which had been passed by the State of Pennsylvania to provide aid to non-public education, was unconstitutional. As a result, similar legislation, which had been passed by a number of other states, was also invalidated. With this action, a shadow was thrown across the path of what many people had long believed was the ultimate solution to the financial difficulties facing Catholic schools. Since the ruling, a number of alternative approaches to providing aid to non-public education have been explored at both the Federal and State level. In some cases, new legislation was passed, which modified the form in which financial assistance was provided. In December of 1971, Ohio became the first state in the nation to offer direct payments to parents who pay tuition to send their children to Catholic schools. The law provides for direct reimbursement to the parents of up to $45 a semester per child, up to a maximum of $90 per year. Shortly after this, the Pennsylvania Legislature passed Act 92, which allocates revenues from cigarette taxes for direct tuition reimbursements to parents of $75 for elementary school pupils and up to $150 for secondary students. Similar bills and other legislation providing various forms of state aid are being considered by the legislatures of several other states. However, the Supreme Court ruling has raised a host of questions and doubts as to the constitutionality of these various programs. One significant question still to be resolved involves the status of funds allocated under prior state-aid programs, but not yet distributed as of the date of the Supreme Court's ruling. The issue of state aid to non-public education is an extremely volatile one and many questions still remain to be resolved.

There has been increasing attention in recent months to the prospect for some form of Federal aid to non-public education. President Nixon, recognizing the overwhelming financial dilemma facing all educational institutions throughout the United States, appointed a special Commission on School Finance. The purpose of the Commission was to perform an in-depth study of all facets of educational economics throughout the country and to develop recommendations for new approaches to financing our educational establishment. As a major part of this overall study, a special panel on non-public education is addressing itself to the unique problems of this element of the educational structure. A significant portion of the Panel's activity has been directed toward a review of the role of the Catholic schools in America.

One proposal for Federal aid, which has received the backing of the Catholic Bishops, is a tax credit plan. Under the provision of this proposal, parents could deduct the cost of one half of any tuition payment and the cost of educational textbooks from their Federal Income Tax. However, it was reported in the New York Times on November 18, 1971, that the U. S. Commissioner of Education opposed the parochial tax credit plan and knew of no legal means to allocate public funds to non-public schools, or to parents whose children attended non-public schools. A complete summary of all proposed Federal legislation affecting various forms of aid to non-public schools is included in Volume II, **Appendix 6-2.**

The discussions about various forms of governmental aid to non-public schools are likely to continue for many years. The complex questions regarding constitutionality are still to be resolved. The issue is being complicated by a number of major changes being considered in the entire structure of financing public education in the United States, including the President's anticipated recommendations regarding the elimination of the property tax as the promising source of educational financing. Although governmental aid must be looked upon as a major potential source of financial relief to the Catholic school, all of these factors will cause delays in bringing this potential to a reality.

C. Cooperative Programs Between Public and Catholic Schools

Another area of possible financial relief to the Catholic schools is increasing the number of cooperative programs with the public school system. Historically, there have developed six basic forms of local cooperation: dual enrollment, leased facilities, leased service, shared facilities and shared services, and released time. In a comprehensive study developed for the President's Commission on School Finance by Messrs. Donald Erickson, George Madaus and Joseph P. Ryan (see Volume II, **Appendix 6-3**), each of these programs is defined as follows:

1. **Dual Enrollment**—"an arrangement whereby a child or youth regularly and currently attends a public school part-time and a non-public school part-time, pursuing part of his elementary or secondary studies under the direction and control of the public school and the remaining part under the direction and control of the non-public school."

2. **Leased Facilities**—"refers to a type of local cooperative program in which a public school leases either all or part of a non-public school facility. The leased rooms or buildings are used for public school classes and are often operated in conjunction with programs of reverse dual enrollment and leasing of services."

3. **Leased Services**—"is an arrangement in which a public school board employs as public school teachers, persons who formerly and generally teach in non-public

schools. Such programs usually involve a Roman Catholic sister being hired by the public school to teach public school classes".

4. **Shared Facilities**—"is a type of local cooperative program in which public and non-public school students use facilities and equipment in each other's schools without the assessment of any rental fees".
5. **Shared Services**—"programs involve the public school authorizing their personnel to provide instructional, health or psychological services to non-public school children on the non-public school premises".
6. **Released Time**—"involves releasing public school children from the normal schedule (for example, one period per day) so that they may attend religious instruction in their respective churches."

Although the extent of this type of program between the Archdiocese of Philadelphia and the Boards of Education in the five county area has been somewhat limited in the past, there are indications that they will increase in the future. In an article appearing in the Philadelphia Inquirer it was reported, "The Philadelphia Board of Education took steps on Tuesday toward establishing a public-parochial school planning council to coordinate building, research, and other activities in the city's public and Catholic school systems."

"The board voted $10,000 for the project. The Archdiocese of Philadelphia has already pledged $5,000 and additional funds will be obtained from the Ford Foundation."

"Possible areas of cooperation between the two school systems are student exchanges, coordination of staff training, and joint planning to obtain funds."

D. Need for Management Information Systems and Processes

There is need for development of necessary information and systems for management analysis and control. Presently, ability to cope with the assessment of problems in a rapidly changing financial situation is limited. High levels of demand for sound financial and other key information are likely to be made upon the Archdiocese as the dynamics of the current financial crises unfold. Hard choices are ahead and they require hard information to manage either controlled balanced growth or decline.

E. Concluding Comments

In this report, we have attempted to provide the Committee with the facts about the current financial status and future outlook for the schools in the Archdiocese of Philadelphia. With these facts, we believe that the Committee now has most of the information required to achieve the objectives established by Cardinal Krol and Mr. Gurash, which were outlined in Chapter I. What is missing, however, is an in-depth understanding of the attitudes of the Philadelphia area Catholic community with regard to the schools. Attitudinal studies have been done in other Dioceses, but the views determined from this research may or may not be representative of the Philadelphia community. The Archdiocese has taken some preliminary steps in this area and is planning to conduct a series of community forums to discuss problems in the schools. In addition, a questionnaire will be circulated to parents in the Archdiocese to solicit their views regarding the future of Catholic education in Philadelphia. We believe that the effort should be pursued and expanded and that the results be made available to the Committee as further input to complete the story which they will present to the community-at-large.

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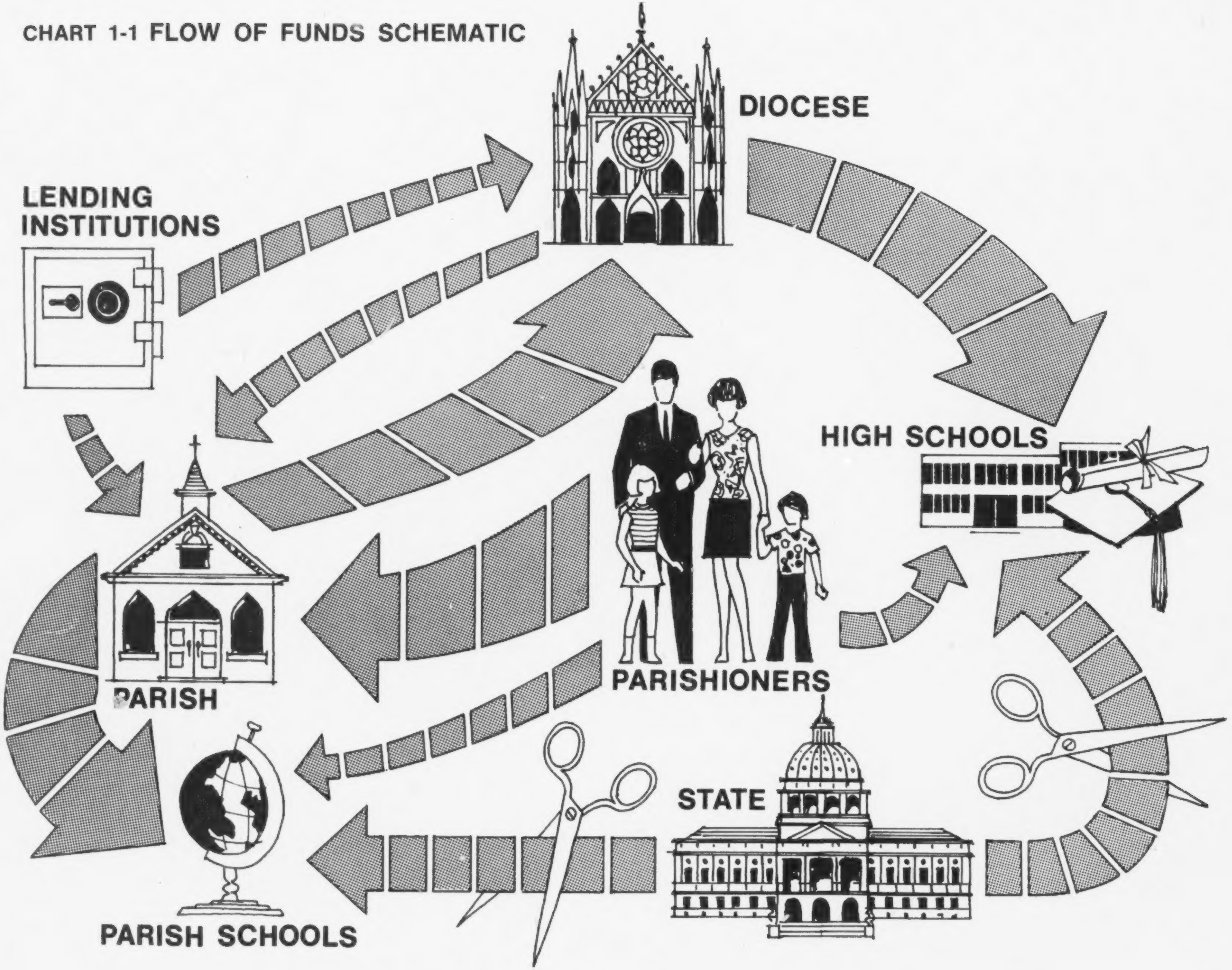
CHAPTER I

INTRODUCTION

CHART 1-1 FLOW OF FUNDS SCHEMATIC


DIOCESE
LENDING INSTITUTIONS
HIGH SCHOOLS
PARISH
PARISHIONERS
STATE
PARISH SCHOOLS

VOLUME II

THE
REPORT OF THE
ARCHDIOCESAN ADVISORY COMMITTEE
ON THE
FINANCIAL CRISIS OF CATHOLIC SCHOOLS
IN PHILADELPHIA AND SURROUNDING COUNTIES

CHAPTER II

DESCRIPTION OF THE ARCHDIOCESE PARISHES AND SCHOOLS

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Table 2-1

ARCHDIOCESE OF PHILADELPHIA

ANNUAL FINANCIAL REPORT – ALL PARISHES IN PHILADELPHIA AND SURROUNDING FOUR COUNTIES—SUMMARY OF INDIVIDUAL PARISH REPORTS

	1970		1971			NUMBER OF FAMILIES 369307. 368947. Average Receipts and Expenditures Per Family		
	$(000)	Per Cent	$(000)	Per Cent	Per Cent Change 1970-1971	1970	1971	Change in Average 1970-1971
Receipts								
Total Diocesan Collections*	4605.	7.6	4639.	7.6	.7	12.47	12.57	.8
Ordinary Income:								
Church Collections for Parish Purposes	39330.	64.8	39784.	65.4	1.2	106.50	107.83	1.3
Socials and Donations	10687.	17.6	10997.	18.1	2.9	28.94	29.81	3.0
Miscellaneous Ordinary Income	426.	.7	365.	.6	–14.3	1.15	.99	–14.2
Total Ordinary Income	50443.	83.1	51146.	84.1	1.4	136.59	138.63	1.5
Other Income	5680.	9.4	5026.	8.3	–11.5	15.38	13.62	–11.4
Total Operating Receipts	60728.	100.0	60811.	100.0	.1	164.44	164.82	.2
Expenditures								
Diocesan:								
Capital Improvement	3035.	4.9	2598.	3.9	–14.4	8.22	7.04	–14.3
High School Expansion Quota	364.	.6	311.	.5	–14.6	.99	.84	–14.5
High School Tuition Assessments	7394.	11.9	7744.	11.7	4.7	20.02	20.99	4.8
Inter-Parochial Cooperation Commission	341.	.6	320.	.5	–6.2	.92	.87	–6.1
Other**	4866.	7.9	4957.	7.5	1.9	13.18	13.44	2.0
Total Diocesan Expenditures	16000.	25.8	15930.	24.2	–.4	43.32	43.18	–.3
Church	9185.	14.8	9672.	14.7	5.3	24.87	26.22	5.4
Pastoral Residence	4620.	7.5	4821.	7.3	4.4	12.51	13.07	4.5
Other Expenses	3940.	6.4	4429.	6.7	12.4	10.67	12.00	12.5
School Faculty Residence								
Parish Subsidy—Current	18521.	29.9	20131.	30.5	8.7	50.15	54.56	8.8
Parish Subsidy—Debt	221.	.4	216.	.3	–2.3	.60	.59	–2.2
Total	18742.	30.3	20347.	30.9	8.6	50.75	55.15	8.7
Capital Outlay	4553.	7.4	6297.	9.6	38.3	12.33	17.07	38.4
Debt Service	4886.	7.9	4424.	6.7	–9.5	13.23	11.99	–9.4
Total Operating Expenditures	61926.	100.0	65920.	100.0	6.4	167.68	178.67	6.6
Excess (Deficit) Receipts Over Expenditures	–1198.	.0	–5109.	.0	.0	–3.24	–13.85	.0
Other Sources of Funds								
Total Loans and Withdrawals	3881.	.0	5937.	.0	53.0	10.51	16.09	53.1
Other Uses of Funds:								
Invested With Diocese	1129.	.0	2897.	.0	156.6	3.06	7.85	156.8
Other Investments	230.	.0	247.	.0	7.4	.62	.67	7.5
Total	1359.	.0	3144.	.0	131.3	3.68	8.52	131.6
Net Cash Flow	1324.	.0	–2316.	.0	–274.9	3.59	–6.28	–275.1

* AMOUNT **COLLECTED** FOR INTERNATIONAL, NATIONAL, REGIONAL APOSTOLATES.

** AMOUNT **DISBURSED** FOR INTERNATIONAL, NATIONAL, REGIONAL APOSTOLATES.

Table 2-2
ARCHDIOCESE OF PHILADELPHIA
ANNUAL FINANCIAL REPORT OF BUCKS COUNTY PARISHES
SUMMARY OF INDIVIDUAL PARISHES

	1970		1971		Per Cent Change 1970-1971	NUMBER OF FAMILIES 33908.	34845.	Change in Average 1970-1971
	$(000)	Per Cent	$(000)	Per Cent		Average Receipts and Expenditures Per Family 1970	1971	
Receipts								
Total Diocesan Collections*	396.	6.8	423.	7.2	6.8	11.68	12.14	3.9
Ordinary Income:								
Church Collections for Parish Purposes	3698.	63.7	3943.	66.8	6.6	109.06	113.16	3.8
Socials and Donations	1164.	20.0	1212.	20.5	4.1	34.33	34.78	1.3
Miscellaneous Ordinary Income	37.	.6	42.	.7	13.5	1.09	1.21	10.5
Total Ordinary Income	4899.	84.4	5197.	88.1	6.1	144.48	149.15	3.2
Other Income	511.	8.8	281.	4.8	−45.0	15.07	8.06	−46.5
Total Operating Receipts	5806.	100.0	5901.	100.0	1.6	171.23	169.35	−1.1
Expenditures								
Diocesan:								
Capital Improvement	238.	3.8	218.	3.3	−8.4	7.02	6.26	−10.9
High School Expansion Quota	55.	.9	46.	.7	−16.4	1.62	1.32	−18.6
High School Tuition Assessments	731.	11.7	727.	11.0	−.5	21.56	20.86	−3.2
Inter-Parochial Cooperation Commission	32.	.5	31.	.5	−3.1	.94	.89	−5.7
Other**	381.	6.1	462.	7.0	21.3	11.24	13.26	18.0
Total Diocesan Expenditures	1437.	22.9	1484.	22.4	3.3	42.38	42.59	.5
Church	719.	11.5	792.	12.0	10.2	21.20	22.73	7.2
Pastoral Residence	337.	5.4	327.	4.9	−3.0	9.94	9.38	−5.6
Other Expenses	377.	6.0	435.	6.6	15.4	11.12	12.48	12.3
School Faculty Residence								
Parish Subsidy—Current	1739.	27.8	1855.	28.0	6.7	51.29	53.24	3.8
Parish Subsidy—Debt	129.	2.1	103.	1.6	−20.2	3.80	2.96	−22.3
Total	1868.	29.8	1958.	29.6	4.8	55.09	56.19	2.0
Capital Outlay	713.	11.4	817.	12.3	14.6	21.03	23.45	11.5
Debt Service	813.	13.0	810.	12.2	−.4	23.98	23.25	−3.0
Total Operating Expenditures	6264.	100.0	6623.	100.0	5.7	184.74	190.07	2.9
Excess (Deficit) Receipts Over Expenditures	−458.	.0	−722.	.0	.0	−13.51	−20.72	.0
Other Sources of Funds								
Total Loans and Withdrawals	633.	.0	776.	.0	22.6	18.67	22.27	19.3
Other Uses of Funds:								
Invested With Diocese	6.	.0	264.	.0	4300.0	.18	7.58	4181.7
Other Investments	15.	.0	7.	.0	−53.3	.44	.20	−54.6
Total	21.	.0	271.	.0	1190.5	.62	7.78	1155.8
Net Cash Flow	154.	.0	−217.	.0	−240.9	4.54	−6.23	−237.1

* AMOUNT **COLLECTED** FOR INTERNATIONAL, NATIONAL, REGIONAL APOSTOLATES.

** AMOUNT **DISBURSED** FOR INTERNATIONAL, NATIONAL, REGIONAL APOSTOLATES.

Table 2-3

ARCHDIOCESE OF PHILADELPHIA

ANNUAL FINANCIAL REPORT OF CHESTER COUNTY PARISHES

SUMMARY OF INDIVIDUAL PARISHES

	1970		1971		Per Cent Change	NUMBER OF FAMILIES 15190. 16163. Average Receipts and Expenditures Per Family		Change in Average
	$(000)	Per Cent	$(000)	Per Cent	1970-1971	1970	1971	1970-1971
Receipts								
Total Diocesan Collections*	216.	7.5	231.	7.1	6.9	14.22	14.29	.5
Ordinary Income:								
Church Collections for Parish Purposes	2093.	73.1	2252.	69.3	7.6	137.79	139.33	1.1
Socials and Donations	314.	11.0	426.	13.1	35.7	20.67	26.36	27.5
Miscellaneous Ordinary Income	10.	.3	7.	.2	−30.0	.66	.43	−34.2
Total Ordinary Income	2417.	34.4	2685.	82.6	11.1	159.12	166.12	4.4
Other Income	232.	8.1	333.	10.2	43.5	15.27	20.60	34.9
Total Operating Receipts	2865.	100.0	3249.	100.0	13.4	188.61	201.01	6.6
Expenditures								
Diocesan:								
Capital Improvement	147.	4.5	148.	4.2	.7	9.68	9.16	−5.4
High School Expansion Quota	14.	.4	0.	.0	−100.0	.92	.00	−100.0
High School Tuition Assessments	154.	4.7	149.	4.2	−3.2	10.14	9.22	−9.1
Inter-Parochial Cooperation Commission	5.	.2	5.	.1	.0	.33	.31	−6.0
Other**	220.	6.7	246.	7.0	11.8	14.48	15.22	5.1
Total Diocesan Expenditures	540.	16.5	548.	15.5	1.5	35.55	33.90	−4.6
Church	532.	16.3	575.	16.3	8.1	35.02	35.58	1.6
Pastoral Residence	221.	6.8	298.	8.4	34.8	14.55	18.44	26.7
Other Expenses	226.	6.9	319.	9.0	41.2	14.88	19.74	32.7
School Faculty Residence								
Parish Subsidy—Current	828.	25.3	932.	26.4	12.6	54.51	57.66	5.8
Parish Subsidy—Debt	20.	.6	0.	.0	−100.0	1.32	.00	−100.0
Total	848.	25.9	932.	26.4	9.9	55.83	57.66	3.3
Capital Outlay	644.	19.7	595.	16.9	−7.6	42.40	36.81	−13.2
Debt Service	257.	7.9	263.	7.5	2.3	16.92	16.27	−3.8
Total Operating Expenditures	3268.	100.0	3530.	100.0	8.0	215.14	218.40	1.5
Excess (Deficit) Receipts Over Expenditures	−403.	.0	−281.	.0	.0	−26.53	−17.39	.0
Other Sources of Funds								
Total Loans and Withdrawals	482.	.0	194.	.0	−59.8	31.73	12.00	−62.2
Other Uses of Funds:								
Invested With Diocese	145.	.0	10.	.0	−93.1	9.55	.62	−93.5
Other Investments	3.	.0	0.	.0	−100.0	.20	.00	−100.0
Total	148.	.0	10.	.0	−93.2	9.74	.62	−93.6
Net Cash Flow	−69.	.0	−97.	.0	.0	−4.54	−6.00	.0

* AMOUNT **COLLECTED** FOR INTERNATIONAL, NATIONAL, REGIONAL APOSTOLATES.

** AMOUNT **DISBURSED** FOR INTERNATIONAL, NATIONAL, REGIONAL APOSTOLATES.

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Table 2-4

ARCHDIOCESE OF PHILADELPHIA

ANNUAL FINANCIAL REPORT OF DELAWARE COUNTY PARISHES

SUMMARY OF INDIVIDUAL PARISHES

	1970		1971		Per Cent Change 1970-1971	NUMBER OF FAMILIES		Change in Average 1970-1971
						69549.	67754.	
						Average Receipts and Expenditures Per Family		
	$(000)	Per Cent	$(000)	Per Cent		1970	1971	
Receipts								
Total Diocesan Collections*	998.	8.2	1004.	8.4	.6	14.35	14.82	3.3
Ordinary Income:								
Church Collections for Parish Purposes	7879.	64.6	8098.	67.8	2.8	113.29	119.52	5.5
Socials and Donations	2167.	17.8	2095.	17.5	−3.3	31.16	30.92	−.8
Miscellaneous Ordinary Income	79.	.6	27.	.2	−65.8	1.14	.40	−64.9
Total Ordinary Income	10125.	83.0	10220.	85.6	.9	145.58	150.84	3.6
Other Income	1081.	8.9	720.	6.0	−33.4	15.54	10.63	−31.6
Total Operating Receipts	12204.	100.0	11944.	100.0	−2.1	175.47	176.28	.5
Expenditures								
Diocesan:								
Capital Improvement	615.	4.9	555.	4.3	−9.8	8.84	8.19	−7.4
High School Expansion Quota	90.	.7	105.	.8	16.7	1.29	1.55	19.8
High School Tuition Assessments	1752.	14.0	1655.	12.9	−5.5	25.19	24.43	−3.0
Inter-Parochial Cooperation Commission	103.	.8	88.	.7	−14.6	1.48	1.30	−12.3
Other**	1011.	8.1	1046.	8.1	3.5	14.54	15.44	6.2
Total Diocesan Expenditures	3571.	28.6	3449.	26.8	−3.4	51.35	50.90	−.9
Church	1647.	13.2	1705.	13.2	3.5	23.68	25.16	6.3
Pastoral Residence	793.	6.4	811.	6.3	2.3	11.40	11.97	5.0
Other Expenses	751.	6.0	778.	6.0	3.6	10.80	11.48	6.3
School Faculty Residence								
Parish Subsidy—Current	3608.	28.9	3835.	29.8	6.3	51.88	56.60	9.1
Parish Subsidy—Debt	28.	.2	28.	.2	.0	.40	.41	2.6
Total	3636.	29.1	3863.	30.0	6.2	52.28	57.02	9.1
Capital Outlay	1178.	9.4	1311.	10.2	11.3	16.94	19.35	14.2
Debt Service	898.	7.2	960.	7.5	6.9	12.91	14.17	9.7
Total Operating Expenditures	12474.	100.0	12877.	100.0	3.2	179.36	190.06	6.0
Excess (Deficit) Receipts Over Expenditures	−270.	.0	−933.	.0	.0	−3.88	−13.77	.0
Other Sources of Funds								
Total Loans and Withdrawals	699.	.0	1035.	.0	48.1	10.05	15.28	52.0
Other Uses of Funds:								
Invested With Diocese	276.	.0	246.	.0	−10.9	3.97	3.63	−8.5
Other Investments	23.	.0	45.	.0	95.7	.33	.66	100.8
Total	299.	.0	291.	.0	−2.7	4.30	4.29	−.1
Net Cash Flow	130.	.0	−189.	.0	−245.4	1.87	−2.79	−249.2

* AMOUNT **COLLECTED** FOR INTERNATIONAL, NATIONAL, REGIONAL APOSTOLATES.

** AMOUNT **DISBURSED** FOR INTERNATIONAL, NATIONAL, REGIONAL APOSTOLATES.

Table 2-5
ARCHDIOCESE OF PHILADELPHIA
ANNUAL FINANCIAL REPORT OF MONTGOMERY COUNTY PARISHES
SUMMARY OF INDIVIDUAL PARISH REPORTS

	1970		1971		Per Cent Change 1970-1971	NUMBER OF FAMILIES 50680. 51069. Average Receipts and Expenditures Per Family		Change in Average 1970-1971
	$(000)	Per Cent	$(000)	Per Cent		1970	1971	
Receipts								
Total Diocesan Collections*	822.	8.4	831.	8.7	1.1	16.22	16.27	.3
Ordinary Income:								
Church Collections for Parish Purposes	6660.	67.9	6882.	72.0	3.3	131.41	134.76	2.5
Socials and Donations	926.	9.4	946.	9.9	2.2	18.27	18.52	1.4
Miscellaneous Ordinary Income	106.	1.1	104.	1.1	−1.9	2.09	2.04	−2.6
Total Ordinary Income	7692.	78.4	7932.	83.0	3.1	151.78	155.32	2.3
Other Income	1300.	13.2	798.	8.3	−38.6	25.65	15.63	−39.1
Total Operating Receipts	9814.	100.0	9561.	100.0	−2.6	193.65	187.22	−3.3
Expenditures								
Diocesan:								
Capital Improvement	474.	4.5	344.	3.0	−27.4	9.35	6.74	−28.0
High School Expansion Quota	18.	.2	12.	.1	−33.3	.36	.23	−33.8
High School Tuition Assessments	742.	7.0	804.	7.0	8.4	14.64	15.74	7.5
Inter-Parochial Cooperation Commission	31.	.3	29.	.3	−6.5	.61	.57	−7.2
Other**	875.	8.3	850.	7.4	−2.9	17.27	16.64	−3.6
Total Diocesan Expenditures	2140.	20.2	2039.	17.7	−4.7	42.23	39.93	−5.4
Church	1365.	12.9	1411.	12.3	3.4	26.93	27.63	2.6
Pastoral Residence	663.	6.3	687.	6.0	3.6	13.08	13.45	2.8
Other Expenses	515.	4.9	656.	5.7	27.4	10.16	12.85	26.4
School Faculty Residence								
Parish Subsidy—Current	3385.	31.9	3749.	32.6	10.8	66.79	73.41	9.9
Parish Subsidy—Debt	10.	.1	8.	.1	−20.0	.20	.16	−20.6
Total	3395.	32.0	3757.	32.7	10.7	66.99	73.57	9.8
Capital Outlay	1395.	13.2	1922.	16.7	37.8	27.53	37.64	36.7
Debt Service	1127.	10.6	1032.	9.0	−8.4	22.24	20.21	−9.1
Total Operating Expenditures	10600.	100.0	11504.	100.0	8.5	209.16	225.26	7.7
Excess (Deficit) Receipts Over Expenditures	−786.	.0	−1943.	.0	.0	−15.51	−38.05	.0
Other Sources of Funds								
Total Loans and Withdrawals	1059.	.0	1836.	.0	73.4	20.90	35.95	72.1
Other Uses of Funds:								
Invested With Diocese	231.	.0	92.	.0	−60.2	4.56	1.80	−60.5
Other Investments	10.	.0	9.	.0	−10.0	.20	.18	−10.7
Total	241.	.0	101.	.0	−58.1	4.76	1.98	−58.4
Net Cash Flow	32.	.0	−208.	.0	−750.0	.63	−4.07	−745.0

* AMOUNT **COLLECTED** FOR INTERNATIONAL, NATIONAL, REGIONAL APOSTOLATES.

** AMOUNT **DISBURSED** FOR INTERNATIONAL, NATIONAL, REGIONAL APOSTOLATES.

Table 2-6

ARCHDIOCESE OF PHILADELPHIA

ANNUAL FINANCIAL REPORT OF PHILADELPHIA COUNTY PARISHES

SUMMARY OF INDIVIDUAL PARISH REPORTS

	1970		1971		Per Cent Change	NUMBER OF FAMILIES 199980. Average Receipts and Expenditures Per Family	NUMBER OF FAMILIES 199116. Average Receipts and Expenditures Per Family	Change in Average
	$(000)	Per Cent	$(000)	Per Cent	1970-1971	1970	1971	1970-1971
Receipts								
Total Diocesan Collections*	2173.	7.2	2150.	7.1	—1.1	10.87	10.80	—.6
Ordinary Income:								
Church Collections for Parish Purposes	19000.	63.3	18609.	61.7	—2.1	95.01	93.46	—1.6
Socials and Donations	6116.	20.4	6318.	21.0	3.3	30.58	31.73	3.8
Miscellaneous Ordinary Income	194.	.6	185.	.6	—4.6	.97	.93	—4.2
Total Ordinary Income	25310.	84.3	25112.	83.3	—.8	126.56	126.12	—.4
Other Income	2556.	8.6	2894.	9.6	13.2	12.78	14.53	13.7
Total Operating Receipts	30039.	100.0	30156.	100.0	.4	150.21	151.45	.8
Expenditures								
Diocesan:								
Capital Improvement	1561.	5.3	1333.	4.2	—14.6	7.81	6.69	—14.2
High School Expansion Quota	187.	.6	148.	.5	—20.9	.94	.74	—20.5
High School Tuition Assessments	4015.	13.7	4409.	14.0	9.8	20.08	22.14	10.3
Inter-Parochial Cooperation Commission	170.	.6	167.	.5	—1.8	.85	.84	—1.3
Other**	2379.	8.1	2353.	7.5	—1.1	11.90	11.82	—.7
Total Diocesan Expenditures	8312.	28.3	8410.	26.8	1.2	41.56	42.24	1.6
Church	4922.	16.8	5189.	16.5	5.4	24.61	26.06	5.9
Pastoral Residence	2606.	8.9	2698.	8.6	3.5	13.03	13.55	4.0
Other Expenses	2071.	7.1	2241.	7.1	8.2	10.36	11.25	8.7
School Faculty Residence								
Parish Subsidy—Current	8961.	30.6	9760.	31.1	8.9	44.81	49.02	9.4
Parish Subsidy—Debt	34.	.1	77.	.2	126.5	.17	.39	127.5
Total	8995.	30.7	9837.	31.3	9.4	44.98	49.40	9.8
Capital Outlay	623.	2.1	1652.	5.3	165.2	3.12	8.30	166.3
Debt Service	1791.	6.1	1359.	4.3	—24.1	8.96	6.83	—23.8
Total Operating Expenditures	29320.	100.0	31386.	100.0	7.0	146.61	157.63	7.5
Excess (Deficit) Receipts Over Expenditures	719.	.0	—1230.	.0	—271.1	3.60	—6.18	—271.8
Other Sources of Funds								
Total Loans and Withdrawals	1008.	.0	2096.	.0	107.9	5.04	10.53	108.8
Other Uses of Funds:								
Invested With Diocese	471.	.0	2285.	.0	385.1	2.36	11.48	387.2
Other Investments	179.	.0	186.	.0	3.9	.90	.93	4.4
Total	650.	.0	2471.	.0	280.2	3.25	12.41	281.8
Net Cash Flow	1077.	.0	—1605.	.0	—249.0	5.39	—8.06	—249.7

* AMOUNT **COLLECTED** FOR INTERNATIONAL, NATIONAL, REGIONAL APOSTOLATES.

** AMOUNT **DISBURSED** FOR INTERNATIONAL, NATIONAL, REGIONAL APOSTOLATES.

Table 2-7

ARCHDIOCESE OF PHILADELPHIA
ALL PARISH FINANCIAL RATIOS
PARISH DATA CALCULATED—BY TOTAL

	1970	1971
Percentage Breakdown of Ordinary Income		
Church Coll./Total Ord. Income	77.97	77.79
Socials and Donations/Total Ord. Income	21.19	21.50
Misc. Ord. Income/Total Ord. Income	.84	.71
Percentage Breakdown of Receipts to Grand Total		
Diocesan Coll./Total Receipts	7.13	6.95
Total Ord. Income/Total Receipts	78.07	76.63
Other Income/Total Receipts	8.79	7.53
Loans and Withdrawals/Total Receipts	6.01	8.89
Percent of Expenditures to Grand Total Expenditures		
Diocesan Expenditures/Total Expenditures	25.28	23.07
Church Expenditures/Total Expenditures	14.51	14.00
Pastoral Res. Expenditures/Total Expenditures	7.30	6.98
Other Expenditures/Total Expenditures	6.23	6.41
School and Faculty Res./Total Expenditures	29.62	29.46
Capital Outlay/Total Expenditures	7.19	9.12
Debt Service/Total Expenditures	7.72	6.41
Other Uses of Funds/Total Expenditures	2.15	4.55
Percentage of Parish to High Schools		
H.S. Tuition Assess./Total Oper. Receipts	12.18	12.73
H.S. Tuition Assess./Total Receipts	11.44	11.60
H.S. Expansion Quota/Total Oper. Receipts	.60	.51
H.S. Expansion Quota/Total Receipts	.56	.47
H.S. Tuition and Exp. Quota/Total Oper. Receipts	12.77	13.25
H.S. Tuition and Exp. Quota/Total Receipts	12.01	12.07
H.S. Tuition Assess./H.S.T.A.—H.S.E.Q.	95.31	96.14
H.S. Exp. Quota/H.S.T.A.—H.S.E.Q.	4.69	3.86
Percentage of Parish to Elementary Schools		
Parish Sub. Current/Total Oper. Receipts	30.50	33.10
Parish Sub. Current/Total Receipts	28.67	30.16
Parish Sub. Current/Total Oper. Expenditures	29.91	30.54
Parish Sub. Current/Total Expenditures	29.27	29.15
Parish Sub. Debt/Total Oper. Receipts	.36	.36
Parish Sub. Debt/Total Receipts	.34	.32
Parish Sub. Debt/Total Oper. Expenditures	.36	.33
Parish Sub. Debt/Total Expenditures	.35	.31
Parish Sub. Debt—Current/Total Oper. Receipts	30.86	33.46
Parish Sub. Debt—Current/Total Receipts	29.01	30.48
Parish Sub. Debt—Current/Total Oper. Expenditures	30.27	30.87
Parish Sub. Debt—Current/Total Expenditures	29.62	29.46
Parish Sub. Current/Parish Sub. Current—Debt	98.82	98.94
Parish Sub. Debt/Parish Sub. Current—Debt	1.18	1.06
Inter-Parochial Cooperative Commission		
Inter-Parochial Coop. Comm./Total Oper. Receipts	.56	.53
Inter-Parochial Coop. Comm./Total Receipts	.53	.48
Inter-Parochial Coop. Comm./Total Diocesan Exp.	2.13	2.01

Table 2-8

ARCHDIOCESE OF PHILADELPHIA
BUCKS COUNTY PARISH FINANCIAL RATIOS
PARISH DATA CALCULATED—BY COUNTY

	1970	1971
Percentage Breakdown of Ordinary Income		
Church Coll./Total Ord. Income	75.48	75.87
Socials and Donations/Total Ord. Income	23.76	23.32
Misc. Ord. Income/Total Ord. Income	.76	.81
Percentage Breakdown of Receipts to Grand Total		
Diocesan Coll./Total Receipts	6.15	6.34
Total Ord. Income/Total Receipts	76.08	77.83
Other Income/Total Receipts	7.94	4.21
Loans and Withdrawals/Total Receipts	9.83	11.62
Percent of Expenditures to Grand Total Expenditures		
Diocesan Expenditures/Total Expenditures	22.86	21.53
Church Expenditures/Total Expenditures	11.44	11.49
Pastoral Res. Expenditures/Total Expenditures	5.36	4.74
Other Expenditures/Total Expenditures	6.00	6.31
School and Faculty Res./Total Expenditures	29.72	28.40
Capital Outlay/Total Expenditures	11.34	11.85
Debt Service/Total Expenditures	12.94	11.75
Other Uses of Funds/Total Expenditures	.33	3.93
Percentage of Parish to High Schools		
H.S. Tuition Assess./Total Oper. Receipts	12.59	12.32
H.S. Tuition Assess./Total Receipts	11.35	10.89
H.S. Expansion Quota/Total Oper. Receipts	.95	.78
H.S. Expansion Quota/Total Receipts	.85	.69
H.S. Tuition and Exp. Quota/Total Oper. Receipts	13.54	13.10
H.S. Tuition and Exp. Quota/Total Receipts	12.21	11.58
H.S. Tuition Assess./H.S.T.A.—H.S.E.Q.	93.00	94.05
H.S. Exp. Quota/H.S.T.A.—H.S.E.Q.	7.00	5.95
Percentage of Parish to Elementary Schools		
Parish Sub. Current/Total Oper. Receipts	29.95	31.44
Parish Sub. Current/Total Receipts	27.01	27.78
Parish Sub. Current/Total Oper. Expenditures	27.76	28.01
Parish Sub. Current/Total Expenditures	27.67	26.91
Parish Sub. Debt/Total Oper. Receipts	2.22	1.75
Parish Sub. Debt/Total Receipts	2.00	1.54
Parish Sub. Debt/Total Oper. Expenditures	2.06	1.56
Parish Sub. Debt/Total Expenditures	2.05	1.49
Parish Sub. Debt—Current/Total Oper. Receipts	32.17	33.18
Parish Sub. Debt—Current/Total Receipts	29.01	29.32
Parish Sub. Debt—Current/Total Oper. Expenditures	29.82	29.56
Parish Sub. Debt—Current/Total Expenditures	29.72	28.40
Parish Sub. Current/Parish Sub. Current—Debt	93.09	94.74
Parish Sub. Debt/Parish Sub. Current—Debt	6.91	5.26
Inter-Parochial Cooperative Commission		
Inter-Parochial Coop. Comm./Total Oper. Receipts	.55	.53
Inter-Parochial Coop. Comm./Total Receipts	.50	.46
Inter-Parochial Coop. Comm./Total Diocesan Exp.	2.23	2.09

ABBREVIATIONS USED ABOVE

Coll. = Collections
Ord. = Ordinary
H.S. = High School
Assess. = Assessments
Res. = Residence
Oper. = Operating
Exp. = Expansion
H.S.T.A. = High School Tuition Assessment
H.S.E.Q. = High School Expansion Quota
Sub. = Subsidy
Coop. Comm. = Cooperative Commission

Table 2-9

ARCHDIOCESE OF PHILADELPHIA
CHESTER COUNTY PARISH FINANCIAL RATIOS
PARISH DATA CALCULATED—BY COUNTY

	1970	1971
Percentage Breakdown of Ordinary Income		
Church Coll./Total Ord. Income	86.59	83.87
Socials and Donations/Total Ord. Income	12.99	15.87
Misc. Ord. Income/Total Ord. Income	.41	.26
Percentage Breakdown of Receipts to Grand Total		
Diocesan Coll./Total Receipts	6.45	6.71
Total Ord. Income/Total Receipts	72.21	77.98
Other Income/Total Receipts	6.93	9.67
Loans and Withdrawals/Total Receipts	14.40	5.63
Percent of Expenditures to Grand Total Expenditures		
Diocesan Expenditures/Total Expenditures	15.81	15.48
Church Expenditures/Total Expenditures	15.57	16.24
Pastoral Res. Expenditures/Total Expenditures	6.47	8.42
Other Expenditures/Total Expenditures	6.62	9.01
School and Faculty Res./Total Expenditures	24.82	26.33
Capital Outlay/Total Expenditures	18.85	16.81
Debt Service/Total Expenditures	7.52	7.43
Other Uses of Funds/Total Expenditures	4.33	.28
Percentage of Parish to High Schools		
H.S. Tuition Assess./Total Oper. Receipts	5.38	4.59
H.S. Tuition Assess./Total Receipts	4.60	4.33
H.S. Expansion Quota/Total Oper. Receipts	.49	.00
H.S. Expansion Quota/Total Receipts	.42	.00
H.S. Tuition and Exp. Quota/Total Oper. Receipts	5.86	4.59
H.S. Tuition and Exp. Quota/Total Receipts	5.02	4.33
H.S. Tuition Assess./H.S.T.A.—H.S.E.Q.	91.67	100.00
H.S. Exp. Quota/H.S.T.A.—H.S.E.Q.	8.33	.00
Percentage of Parish to Elementary Schools		
Parish Sub. Current/Total Oper. Receipts	28.90	28.69
Parish Sub. Current/Total Receipts	24.74	27.07
Parish Sub. Current/Total Oper. Expenditures	25.34	26.40
Parish Sub. Current/Total Expenditures	24.24	26.33
Parish Sub. Debt/Total Oper. Receipts	.70	.00
Parish Sub. Debt/Total Receipts	.60	.00
Parish Sub. Debt/Total Oper. Expenditures	.61	.00
Parish Sub. Debt/Total Expenditures	.59	.00
Parish Sub. Debt—Current/Total Oper. Receipts	29.60	28.69
Parish Sub. Debt—Current/Total Receipts	25.34	27.07
Parish Sub. Debt—Current/Total Oper. Expenditures	25.95	26.40
Parish Sub. Debt—Current/Total Expenditures	24.82	26.33
Parish Sub. Current/Parish Sub. Current—Debt	97.64	100.00
Parish Sub. Debt/Parish Sub. Current—Debt	2.36	.00
Inter-Parochial Cooperative Commission		
Inter-Parochial Coop. Comm./Total Oper. Receipts	.17	.15
Inter-Parochial Coop. Comm./Total Receipts	.15	.15
Inter-Parochial Coop. Comm./Total Diocesan Exp.	.93	.91

Table 2-10

ARCHDIOCESE OF PHILADELPHIA
DELAWARE COUNTY PARISH FINANCIAL RATIOS
PARISH DATA CALCULATED—BY COUNTY

	1970	1971
Percentage Breakdown of Ordinary Income		
Church Coll./Total Ord. Income	77.82	79.24
Socials and Donations/Total Ord. Income	21.40	20.50
Misc. Ord. Income/Total Ord. Income	.78	.26
Percentage Breakdown of Receipts to Grand Total		
Diocesan Coll./Total Receipts	7.73	7.74
Total Ord. Income/Total Receipts	78.47	78.74
Other Income/Total Receipts	8.38	5.55
Loans and Withdrawals/Total Receipts	5.42	7.97
Percent of Expenditures to Grand Total Expenditures		
Diocesan Expenditures/Total Expenditures	27.96	26.19
Church Expenditures/Total Expenditures	12.89	12.95
Pastoral Res. Expenditures/Total Expenditures	6.21	6.16
Other Expenditures/Total Expenditures	5.88	5.91
School and Faculty Res./Total Expenditures	28.47	29.34
Capital Outlay/Total Expenditures	9.22	9.96
Debt Service/Total Expenditures	7.03	7.29
Other Uses of Funds/Total Expenditures	2.34	2.21
Percentage of Parish to High Schools		
H.S. Tuition Assess./Total Oper. Receipts	14.36	13.86
H.S. Tuition Assess./Total Receipts	13.58	12.75
H.S. Expansion Quota/Total Oper. Receipts	.74	.88
H.S. Expansion Quota/Total Receipts	.70	.81
H.S. Tuition and Exp. Quota/Total Oper. Receipts	15.09	14.74
H.S. Tuition and Exp. Quota/Total Receipts	14.28	13.56
H.S. Tuition Assess./H.S.T.A.—H.S.E.Q.	95.11	94.03
H.S. Exp. Quota/H.S.T.A.—H.S.E.Q.	4.89	5.97
Percentage of Parish to Elementary Schools		
Parish Sub. Current/Total Oper. Receipts	29.56	32.11
Parish Sub. Current/Total Receipts	27.96	29.55
Parish Sub. Current/Total Oper. Expenditures	28.92	29.78
Parish Sub. Current/Total Expenditures	28.25	29.12
Parish Sub. Debt/Total Oper. Receipts	.23	.23
Parish Sub. Debt/Total Receipts	.22	.22
Parish Sub. Debt/Total Oper. Expenditures	.22	.22
Parish Sub. Debt/Total Expenditures	.22	.21
Parish Sub. Debt—Current/Total Oper. Receipts	29.79	32.34
Parish Sub. Debt—Current/Total Receipts	28.18	29.76
Parish Sub. Debt—Current/Total Oper. Expenditures	29.15	30.00
Parish Sub. Debt—Current/Total Expenditures	28.47	29.34
Parish Sub. Current/Parish Sub. Current—Debt	99.23	99.28
Parish Sub. Debt/Parish Sub. Current—Debt	.77	.72
Inter-Parochial Cooperative Commission		
Inter-Parochial Coop. Comm./Total Oper. Receipts	.84	.74
Inter-Parochial Coop. Comm./Total Receipts	.80	.68
Inter-Parochial Coop. Comm./Total Diocesan Exp.	2.88	2.55

ABBREVIATIONS USED ABOVE

Coll. = Collections
Ord. = Ordinary
H.S. = High School
Assess. = Assessments
Res. = Residence
Oper. = Operating
Exp. = Expansion
H.S.T.A. = High School Tuition Assessment
H.S.E.Q. = High School Expansion Quota
Sub. = Subsidy
Coop. Comm. = Cooperative Commission

Table 2-11

ARCHDIOCESE OF PHILADELPHIA

MONTGOMERY COUNTY
PARISH FINANCIAL RATIOS

PARISH DATA CALCULATED—BY COUNTY

	1970	1971
Percentage Breakdown of Ordinary Income		
Church Coll./Total Ord. Income	86.58	86.76
Socials and Donations/Total Ord. Income	12.04	11.93
Misc. Ord. Income/Total Ord. Income	1.38	1.31
Percentage Breakdown of Receipts to Grand Total		
Diocesan Coll./Total Receipts	7.56	7.29
Total Ord. Income/Total Receipts	70.74	69.60
Other Income/Total Receipts	11.96	7.00
Loans and Withdrawals/Total Receipts	9.74	16.11
Percent of Expenditures to Grand Total Expenditures		
Diocesan Expenditures/Total Expenditures	19.74	17.57
Church Expenditures/Total Expenditures	12.59	12.16
Pastoral Res. Expenditures/Total Expenditures	6.12	5.92
Other Expenditures/Total Expenditures	4.75	5.65
School and Faculty Res./Total Expenditures	31.32	32.37
Capital Outlay/Total Expenditures	12.87	16.56
Debt Service/Total Expenditures	10.40	8.89
Other Uses of Funds/Total Expenditures	2.22	.87
Percentage of Parish to High Schools		
H.S. Tuition Assess./Total Oper. Receipts	7.56	8.41
H.S. Tuition Assess./Total Receipts	6.82	7.05
H.S. Expansion Quota/Total Oper. Receipts	.18	.13
H.S. Expansion Quota/Total Receipts	.17	.11
H.S. Tuition and Exp. Quota/Total Oper. Receipts	7.74	8.53
H.S. Tuition and Exp. Quota/Total Receipts	6.99	7.16
H.S. Tuition Assess./H.S.T.A.—H.S.E.Q.	97.63	98.53
H.S. Exp. Quota/H.S.T.A.—H.S.E.Q.	2.37	1.47
Percentage of Parish to Elementary Schools		
Parish Sub. Current/Total Oper. Receipts	34.49	39.21
Parish Sub. Current/Total Receipts	31.13	32.89
Parish Sub. Current/Total Oper. Expenditures	31.93	32.59
Parish Sub. Current/Total Expenditures	31.22	32.31
Parish Sub. Debt/Total Oper. Receipts	.10	.08
Parish Sub. Debt/Total Receipts	.09	.07
Parish Sub. Debt/Total Oper. Expenditures	.09	.07
Parish Sub. Debt/Total Expenditures	.09	.07
Parish Sub. Debt—Current/Total Oper. Receipts	34.59	39.30
Parish Sub. Debt—Current/Total Receipts	31.22	32.96
Parish Sub. Debt—Current/Total Oper. Expenditures	32.03	32.66
Parish Sub. Debt—Current/Total Expenditures	31.32	32.37
Parish Sub. Current/Parish Sub. Current—Debt	99.71	99.79
Parish Sub. Debt/Parish Sub. Current—Debt	.29	.21
Inter-Parochial Cooperative Commission		
Inter-Parochial Coop. Comm./Total Oper. Receipts	.32	.30
Inter-Parochial Coop. Comm./Total Receipts	.29	.25
Inter-Parochial Coop. Comm./Total Diocesan Exp.	1.45	1.42

Table 2-12

ARCHDIOCESE OF PHILADELPHIA

PHILADELPHIA PARISH FINANCIAL RATIOS

PARISH DATA CALCULATED—BY COUNTY

	1970	1971
Percentage Breakdown of Ordinary Income		
Church Coll./Total Ord. Income	75.07	74.10
Socials and Donations/Total Ord. Income	24.16	25.16
Misc. Ord. Income/Total Ord. Income	.77	.74
Percentage Breakdown of Receipts to Grand Total		
Diocesan Coll./Total Receipts	7.00	6.67
Total Ord. Income/Total Receipts	81.52	77.86
Other Income/Total Receipts	8.23	8.97
Loans and Withdrawals/Total Receipts	3.25	6.50
Percent of Expenditures to Grand Total Expenditures		
Diocesan Expenditures/Total Expenditures	27.73	24.84
Church Expenditures/Total Expenditures	16.42	15.33
Pastoral Res. Expenditures/Total Expenditures	8.70	7.97
Other Expenditures/Total Expenditures	6.91	6.62
School and Faculty Res./Total Expenditures	30.01	29.05
Capital Outlay/Total Expenditures	2.08	4.88
Debt Service/Total Expenditures	5.98	4.01
Other Uses of Funds/Total Expenditures	2.17	7.30
Percentage of Parish to High Schools		
H.S. Tuition Assess./Total Oper. Receipts	13.37	14.62
H.S. Tuition Assess./Total Receipts	12.93	13.67
H.S. Expansion Quota/Total Oper. Receipts	.62	.49
H.S. Expansion Quota/Total Receipts	.60	.46
H.S. Tuition and Exp. Quota/Total Oper. Receipts	13.99	15.11
H.S. Tuition and Exp. Quota/Total Receipts	13.53	14.13
H.S. Tuition Assess./H.S.T.A.—H.S.E.Q.	95.55	96.75
H.S. Exp. Quota/H.S.T.A.—H.S.E.Q.	4.45	3.25
Percentage of Parish to Elementary Schools		
Parish Sub. Current/Total Oper. Receipts	29.83	32.37
Parish Sub. Current/Total Receipts	28.86	30.26
Parish Sub. Current/Total Oper. Expenditures	30.56	31.10
Parish Sub. Current/Total Expenditures	29.90	28.83
Parish Sub. Debt/Total Oper. Receipts	.11	.26
Parish Sub. Debt/Total Receipts	.11	.24
Parish Sub. Debt/Total Oper. Expenditures	.12	.25
Parish Sub. Debt/Total Expenditures	.11	.23
Parish Sub. Debt—Current/Total Oper. Receipts	29.94	32.62
Parish Sub. Debt—Current/Total Receipts	28.97	30.50
Parish Sub. Debt—Current/Total Oper. Expenditures	30.68	31.34
Parish Sub. Debt—Current/Total Expenditures	30.01	29.05
Parish Sub. Current/Parish Sub. Current—Debt	99.62	99.22
Parish Sub. Debt/Parish Sub. Current—Debt	.38	.78
Inter-Parochial Cooperative Commission		
Inter-Parochial Coop. Comm./Total Oper. Receipts	.57	.55
Inter-Parochial Coop. Comm./Total Receipts	.55	.52
Inter-Parochial Coop. Comm./Total Diocesan Exp.	2.05	1.99

ABBREVIATIONS USED ABOVE

Coll. = Collections
Ord. = Ordinary
H.S. = High School
Assess. = Assessments
Res. = Residence
Oper. = Operating
Exp. = Expansion
H.S.T.A. = High School Tuition Assessment
H.S.E.Q. = High School Expansion Quota
Sub. = Subsidy
Coop. Comm. = Cooperative Commission

Chart 2-1

ARCHDIOCESE OF PHILADELPHIA

DISTRIBUTION OF PARISHES BY SIZE

(MEASURED BY NUMBER OF FAMILIES)

1971

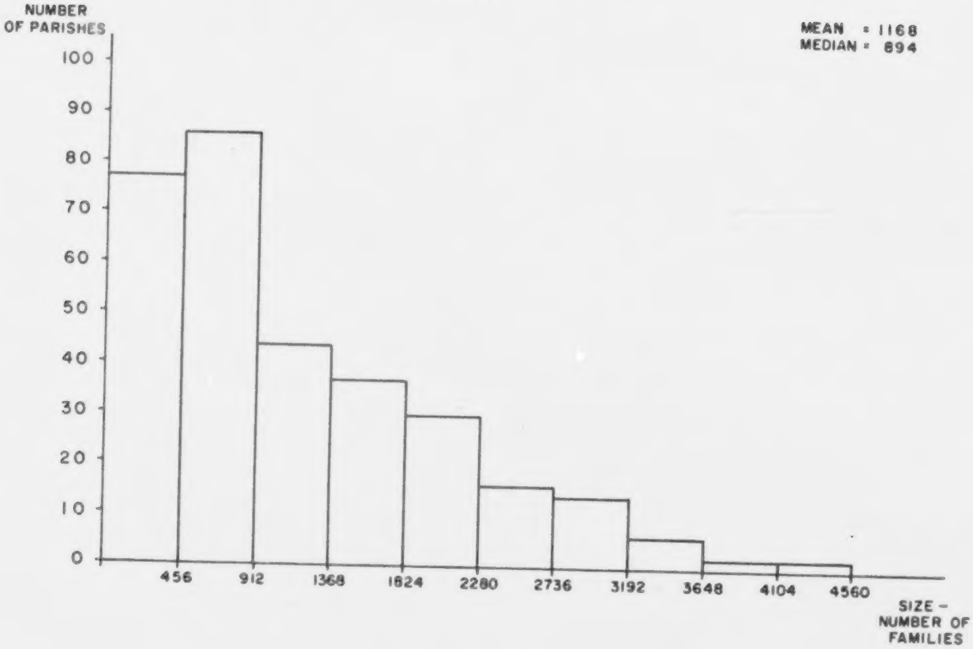

Chart 2-2

ARCHDIOCESE OF PHILADELPHIA

DISTRIBUTION OF PARISHES BY SIZE

(MEASURED BY NUMBER OF FAMILIES)

1970

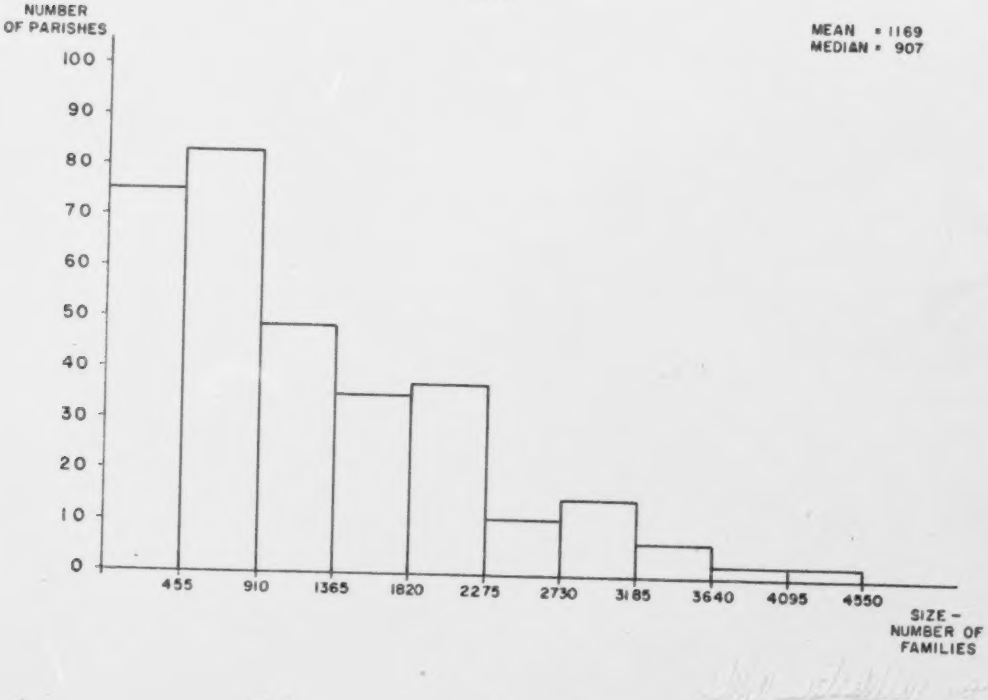

Chart 2-3

ARCHDIOCESE OF PHILADELPHIA

DISTRIBUTION OF PARISH COLLECTIONS FOR DIOCESAN PURPOSES

($ 000)

1971

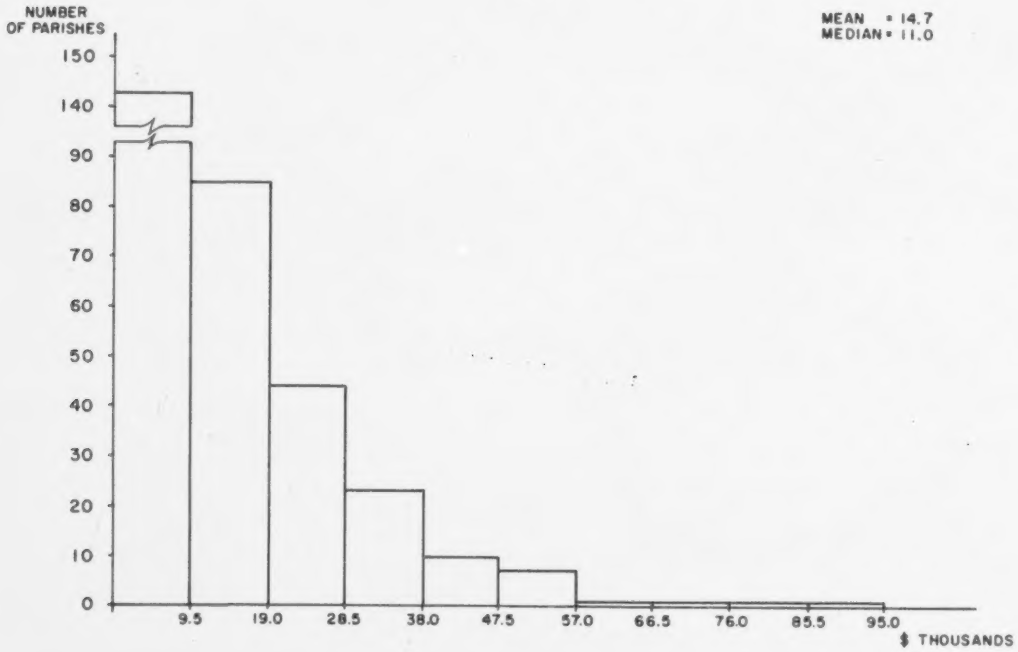

Chart 2-4

ARCHDIOCESE OF PHILADELPHIA

DISTRIBUTION OF PARISH COLLECTIONS FOR DIOCESAN PURPOSES

($ 000)

1970

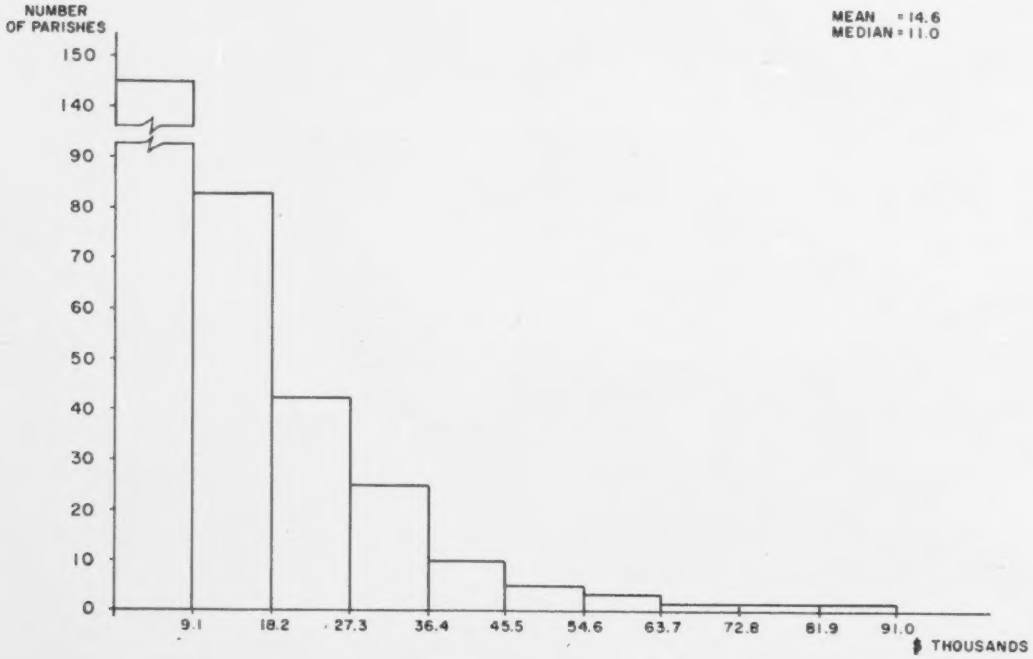

Chart 2-5

ARCHDIOCESE OF PHILADELPHIA

DISTRIBUTION OF AVERAGE FAMILY CONTRIBUTIONS TO EXTRA DIOCESAN COLLECTIONS

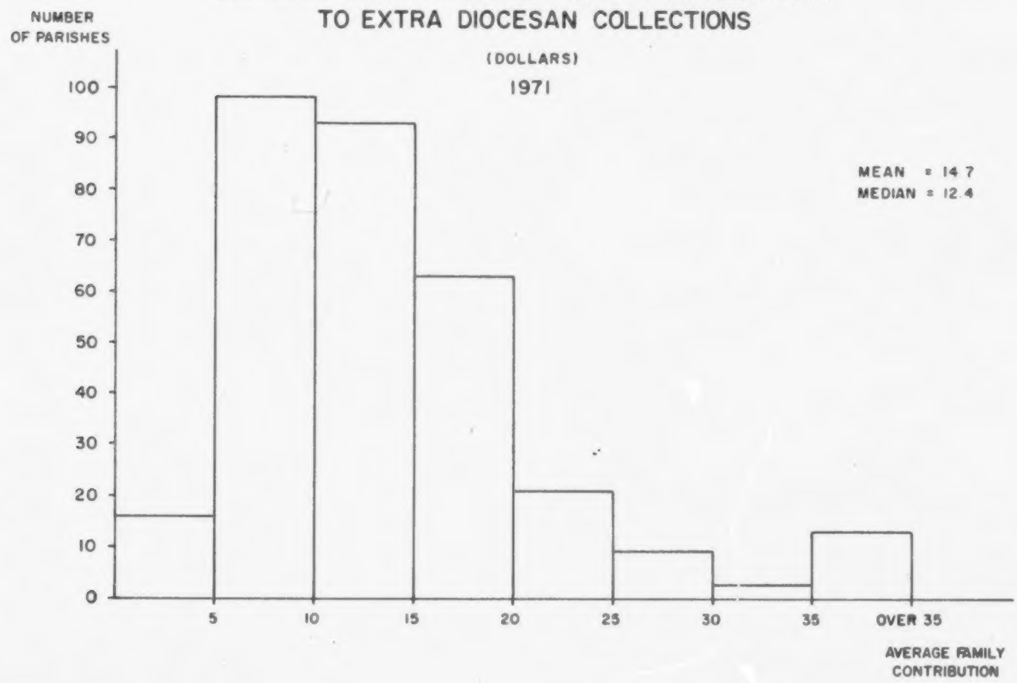

Chart 2-6

ARCHDIOCESE OF PHILADELPHIA

DISTRIBUTION OF AVERAGE FAMILY CONTRIBUTIONS TO EXTRA DIOCESAN COLLECTIONS

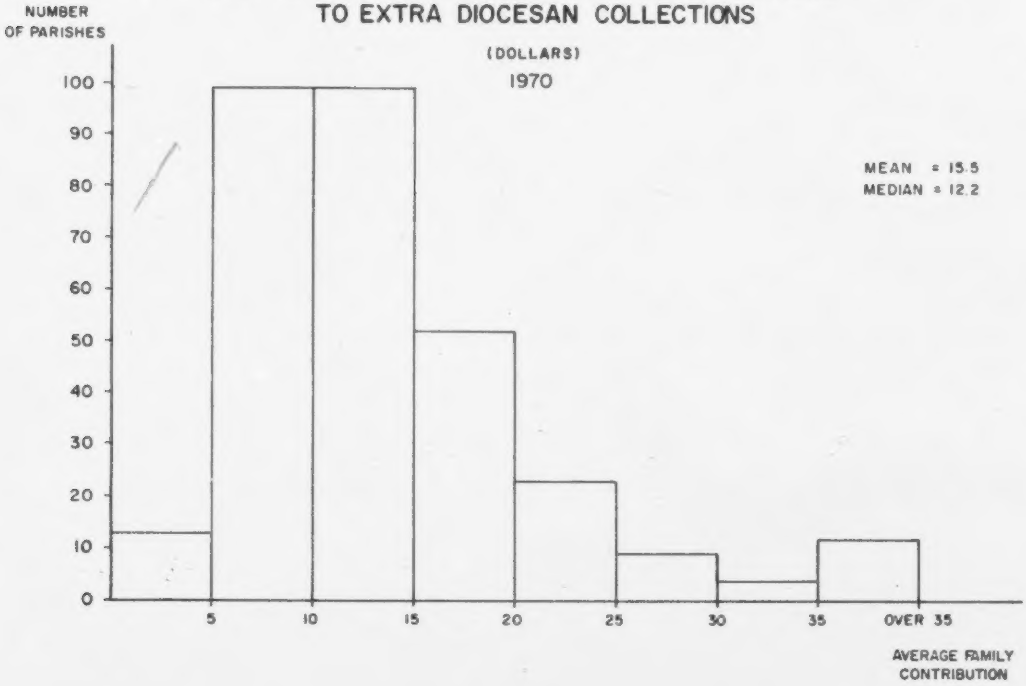

Chart 2-7

ARCHDIOCESE OF PHILADELPHIA

DISTRIBUTION OF PARISH SUNDAY COLLECTIONS

($ 000)

1971

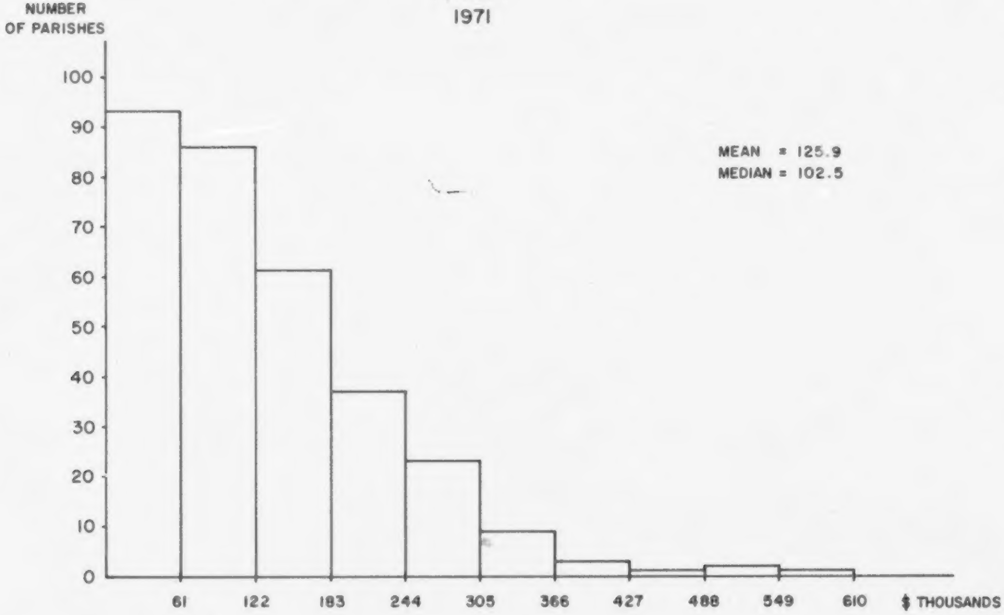

Chart 2-8

ARCHDIOCESE OF PHILADELPHIA

DISTRIBUTION OF PARISH SUNDAY COLLECTIONS

($ 000)

1970

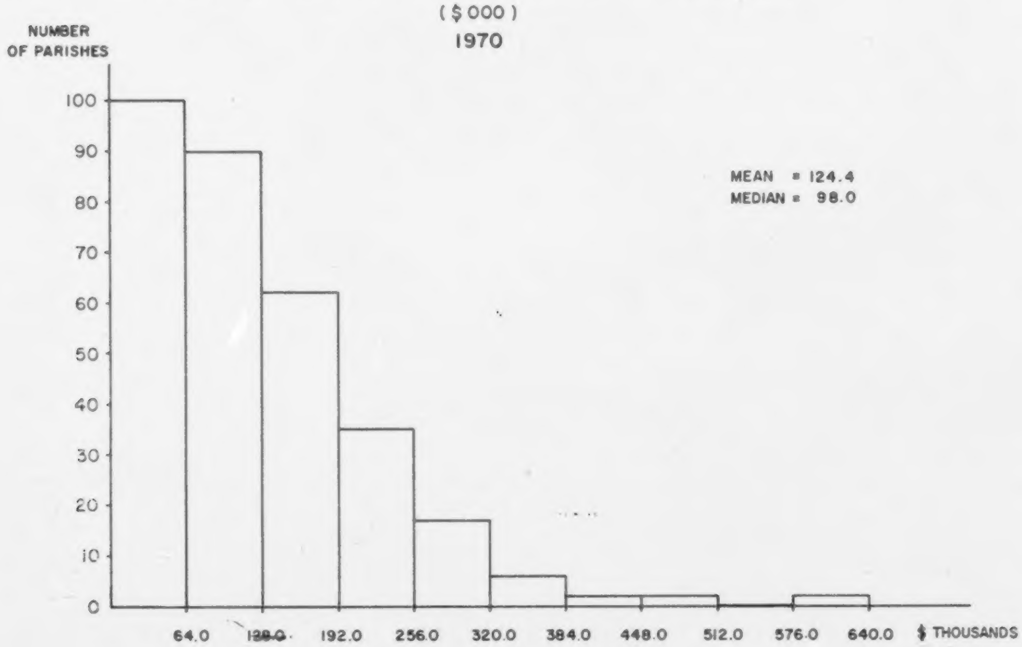

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Chart 2-9

ARCHDIOCESE OF PHILADELPHIA

DISTRIBUTION OF PARISH INCOME FROM SOCIALS AND DONATIONS

($ 000)

1971

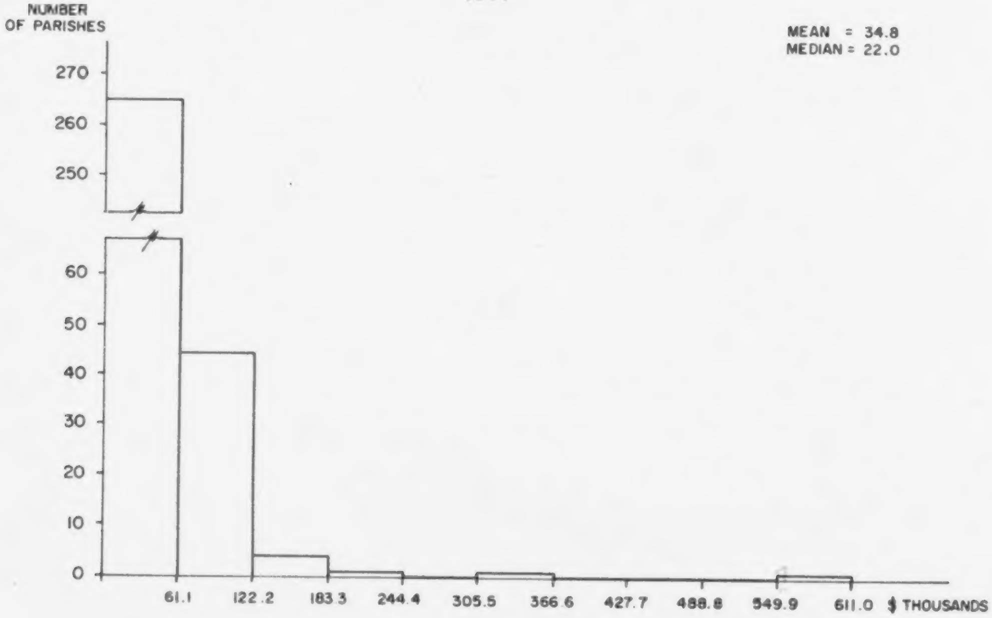

Chart 2-10

ARCHDIOCESE OF PHILADELPHIA

DISTRIBUTION OF PARISH INCOME FROM SOCIALS AND DONATIONS

($ 000)

1970

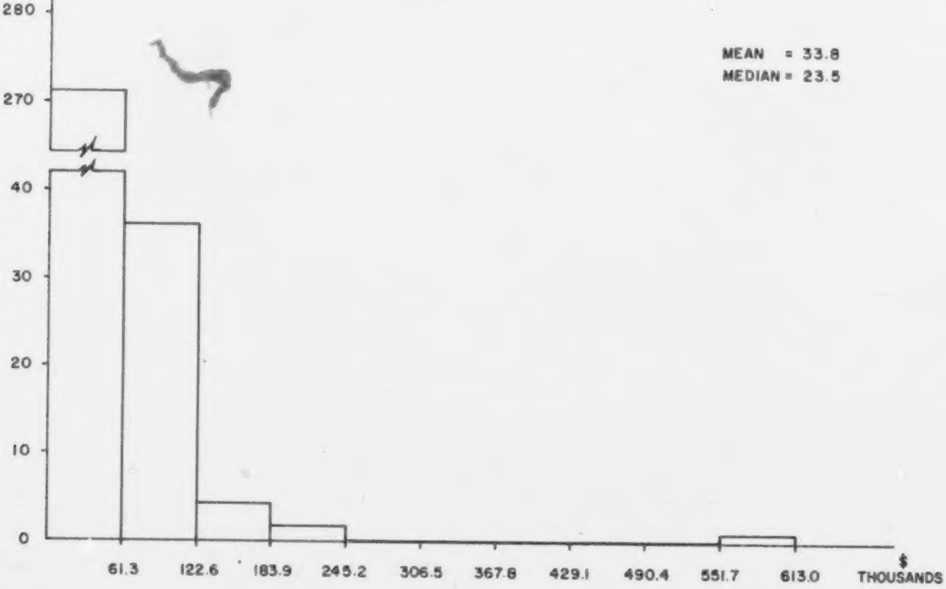

Chart 2-11

ARCHDIOCESE OF PHILADELPHIA

DISTRIBUTION OF PARISH ORDINARY INCOME

(FOR SUPPORT OF PARISH AND SCHOOL)

($ 000)

1971

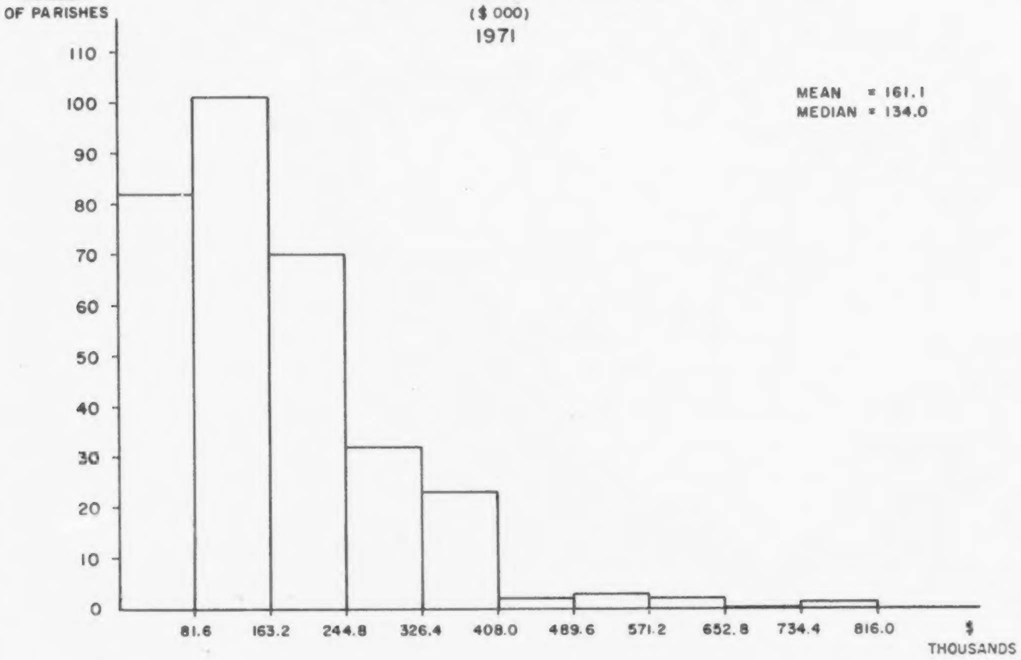

Chart 2-12

ARCHDIOCESE OF PHILADELPHIA

DISTRIBUTION OF PARISH ORDINARY INCOME

(FOR SUPPORT OF PARISH AND SCHOOL)

($ 000)

1970

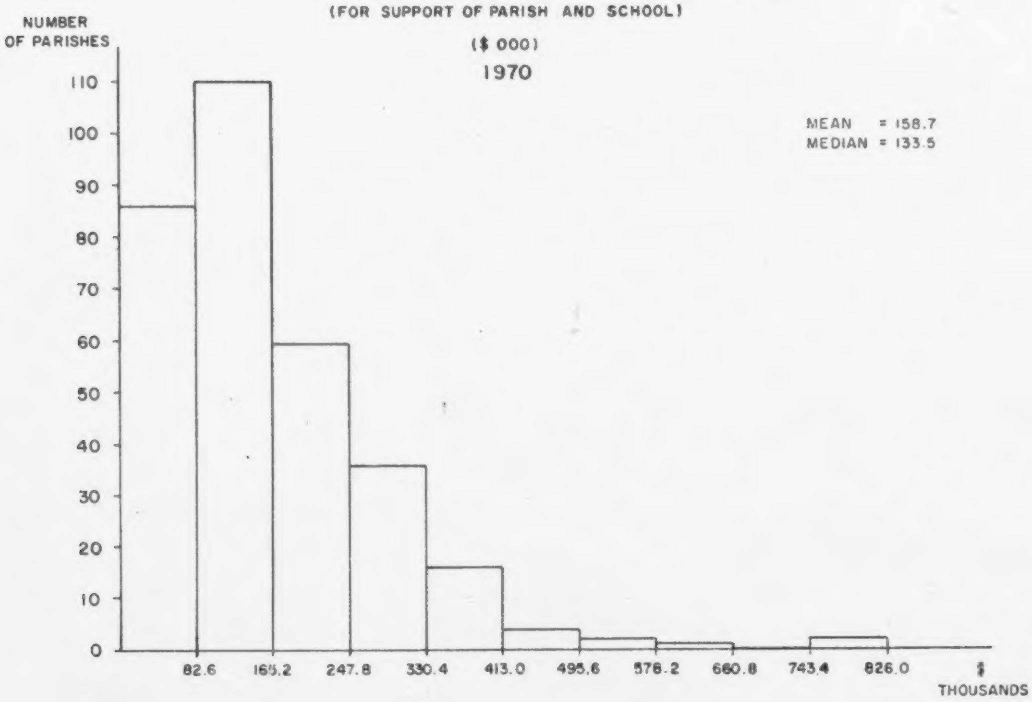

Chart 2-13

ARCHDIOCESE OF PHILADELPHIA

DISTRIBUTION OF AVERAGE FAMILY CONTRIBUTION FOR DIRECT SUPPORT OF PARISHES

(DOLLARS)

1971

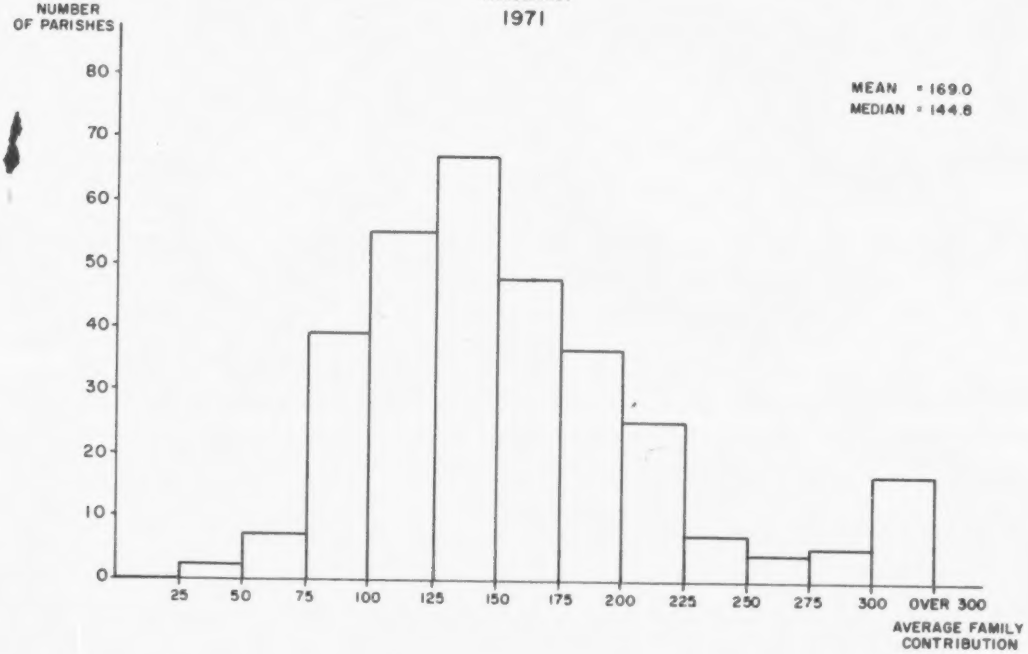

Chart 2-14

ARCHDIOCESE OF PHILADELPHIA

DISTRIBUTION OF AVERAGE FAMILY CONTRIBUTION FOR DIRECT SUPPORT OF PARISHES

(DOLLARS)

1970

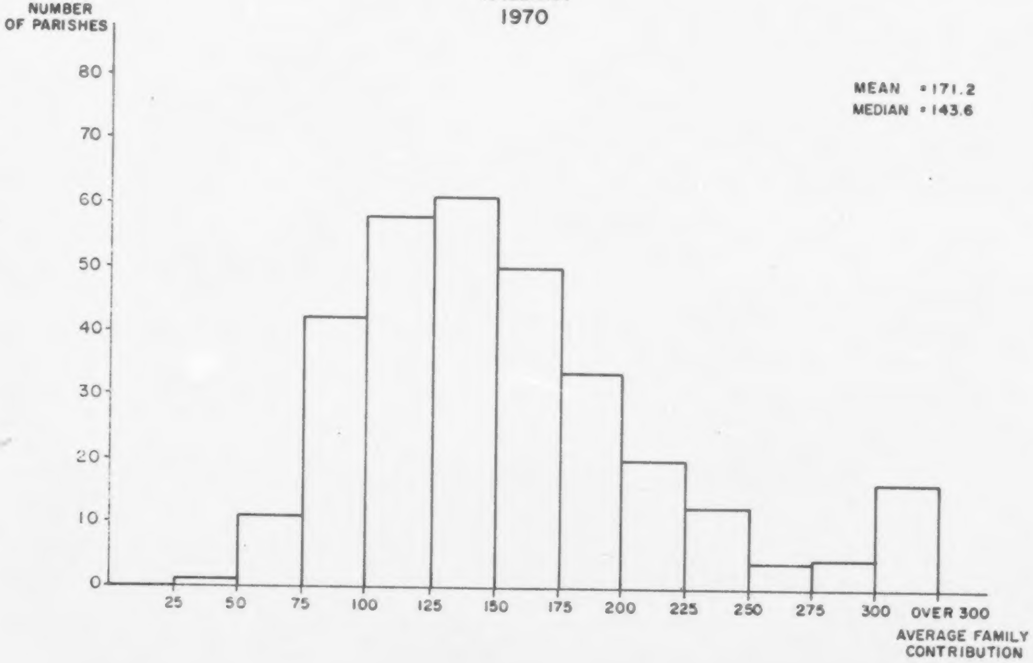

Chart 2-15

ARCHDIOCESE OF PHILADELPHIA

DISTRIBUTION OF PARISH TOTAL RECEIPTS

($ 000)

1971

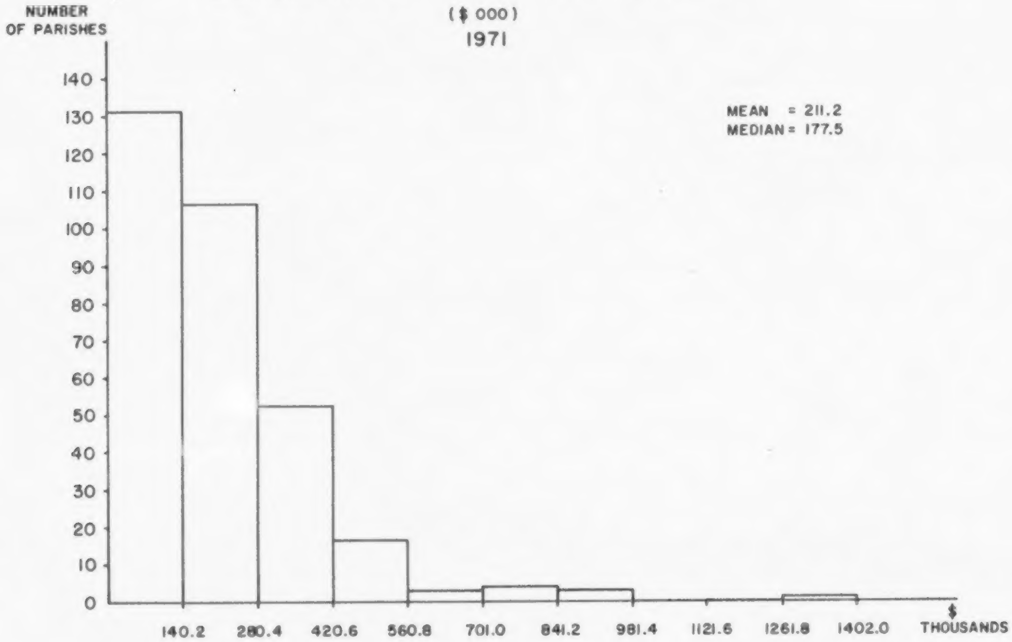

Chart 2-16

ARCHDIOCESE OF PHILADELPHIA

DISTRIBUTION OF PARISH TOTAL RECEIPTS

($ 000)

1970

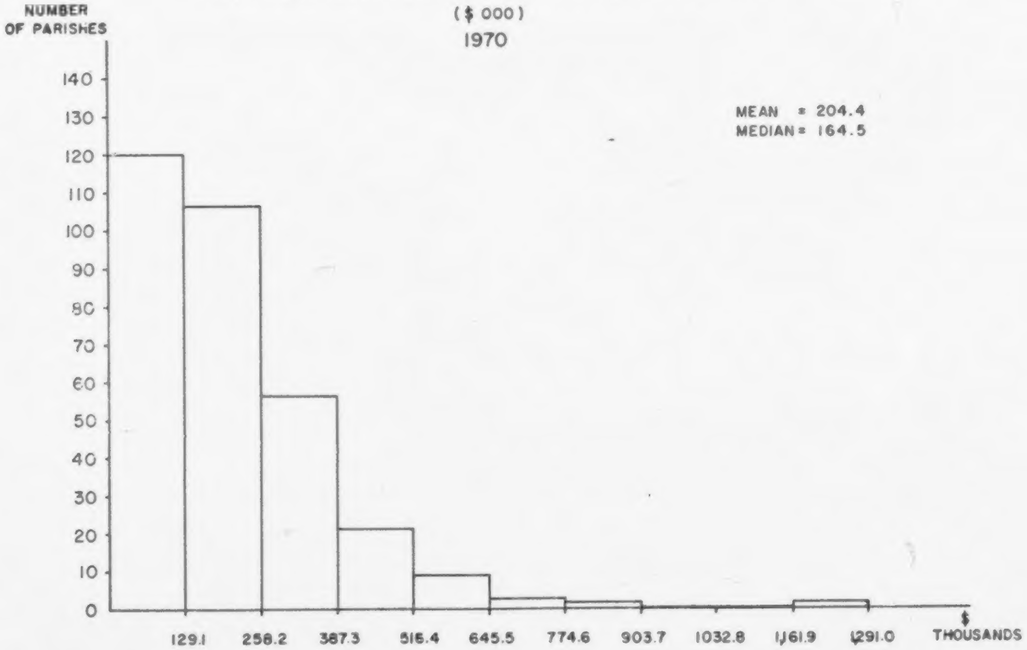

Chart 2-17

ARCHDIOCESE OF PHILADELPHIA

DISTRIBUTION OF PARISH SUPPORT TO SECONDARY SCHOOLS DIOCESAN HIGH SCHOOL TUITION ASSESSMENT

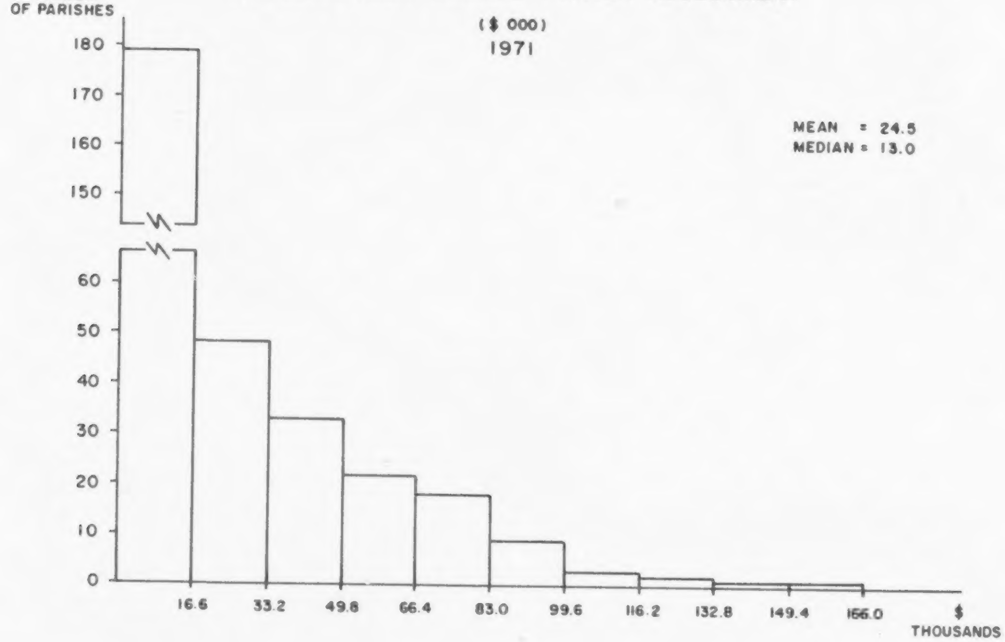

Chart 2-18

ARCHDIOCESE OF PHILADELPHIA

DISTRIBUTION OF PARISH SUPPORT TO SECONDARY SCHOOLS DIOCESAN HIGH SCHOOL TUITION ASSESSMENT

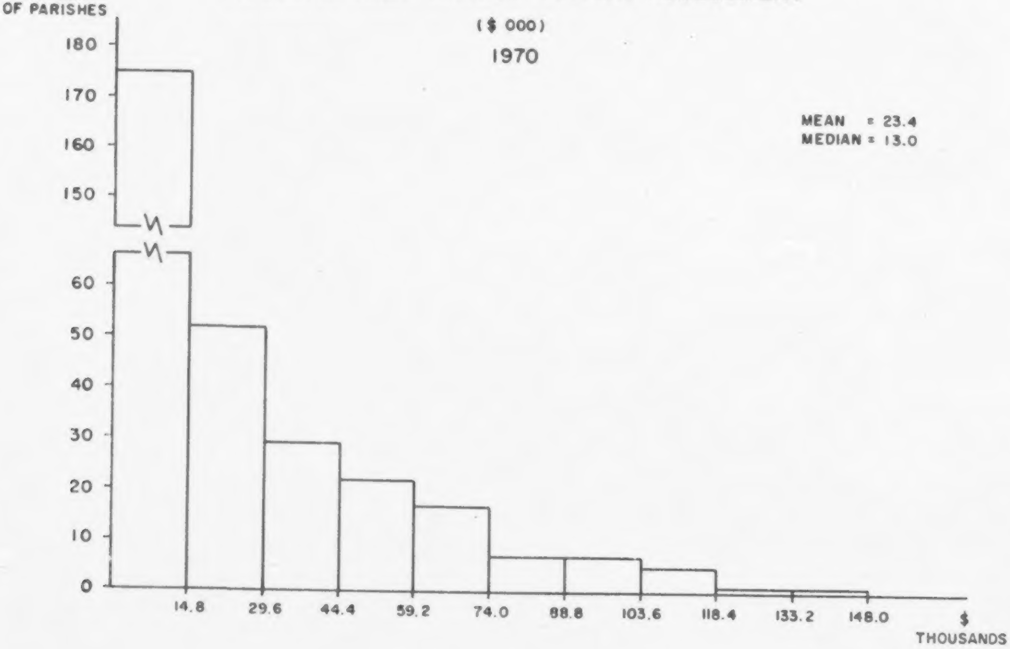

Chart 2-19

ARCHDIOCESE OF PHILADELPHIA

DISTRIBUTION OF PARISH CONTRIBUTION TO DIOCESAN REDISTRIBUTION FUND

($ 000)

1971

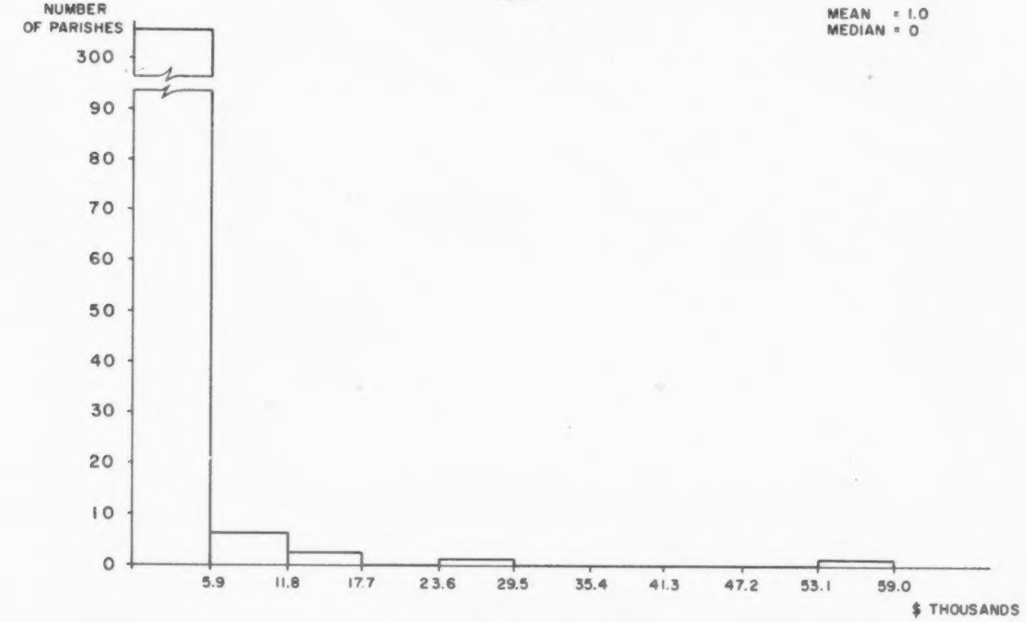
MEAN = 1.0
MEDIAN = 0

Chart 2-20

ARCHDIOCESE OF PHILADELPHIA

DISTRIBUTION OF PARISH CONTRIBUTION TO DIOCESAN REDISTRIBUTION FUND

($ 000)

1970

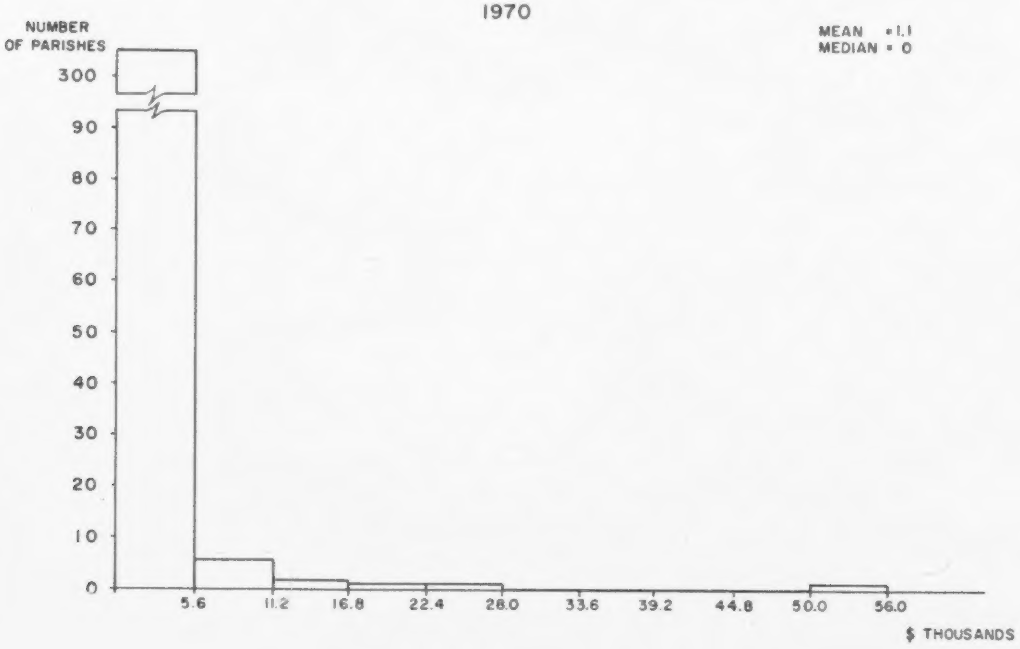
MEAN = 1.1
MEDIAN = 0

Chart 2-21

ARCHDIOCESE OF PHILADELPHIA

DISTRIBUTION OF PARISH SPENDING FOR OPERATION AND MAINTENANCE OF CHURCH

($ 000)

1971

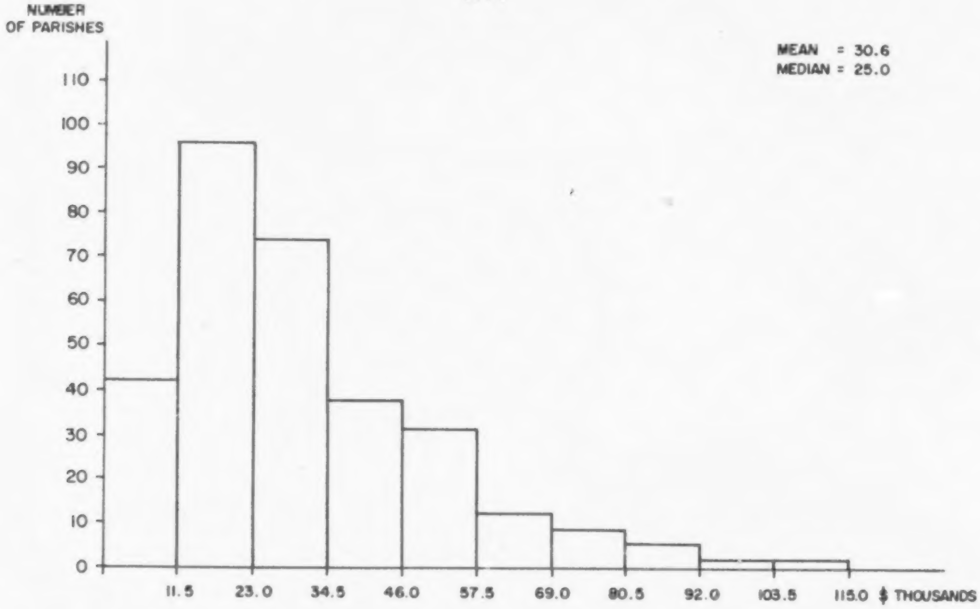

Chart 2-22

ARCHDIOCESE OF PHILADELPHIA

DISTRIBUTION OF PARISH SPENDING FOR OPERATION AND MAINTENANCE OF CHURCH

($ 000)

1970

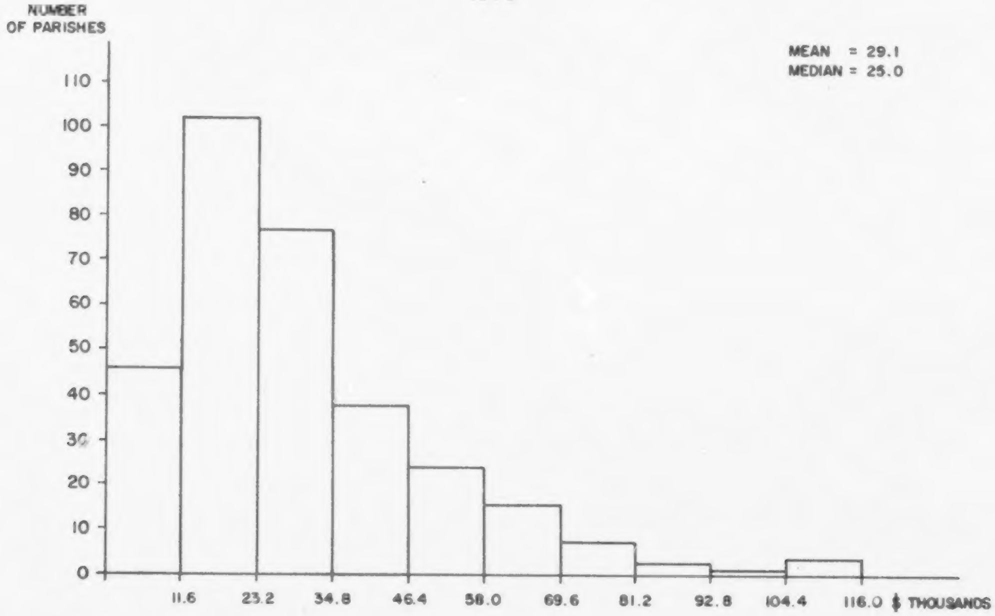

Chart 2-23
ARCHDIOCESE OF PHILADELPHIA

DISTRIBUTION OF PARISH SUBSIDY FOR OPERATION OF PARISH ELEMENTARY SCHOOL

($ 000)
1971

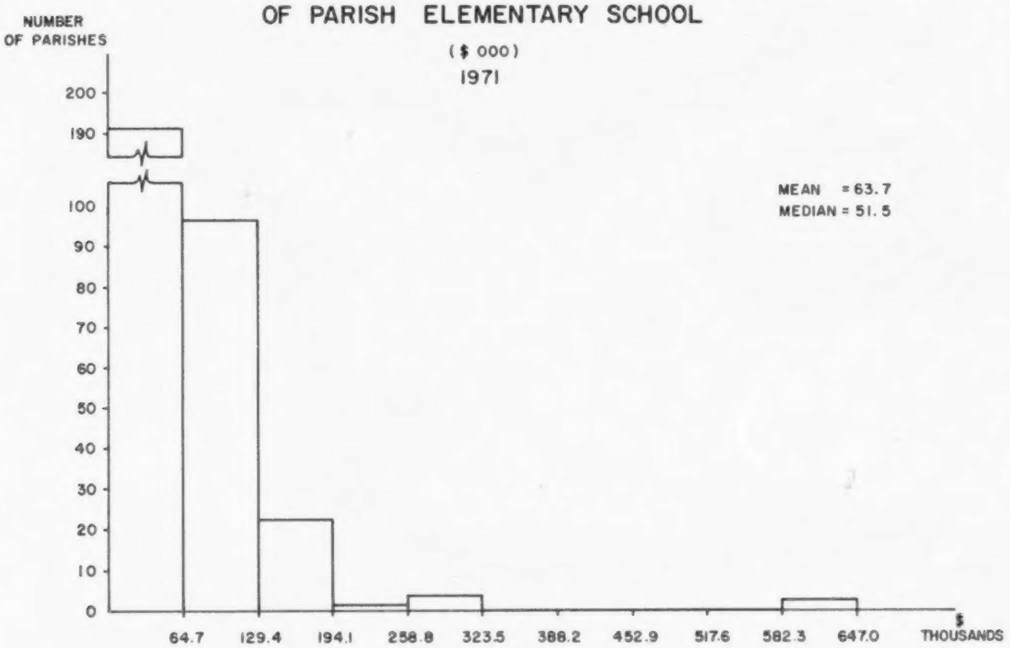

Chart 2-24
ARCHDIOCESE OF PHILADELPHIA

DISTRIBUTION OF PARISH SUBSIDY FOR OPERATION OF PARISH ELEMENTARY SCHOOL

($ 000)
1970

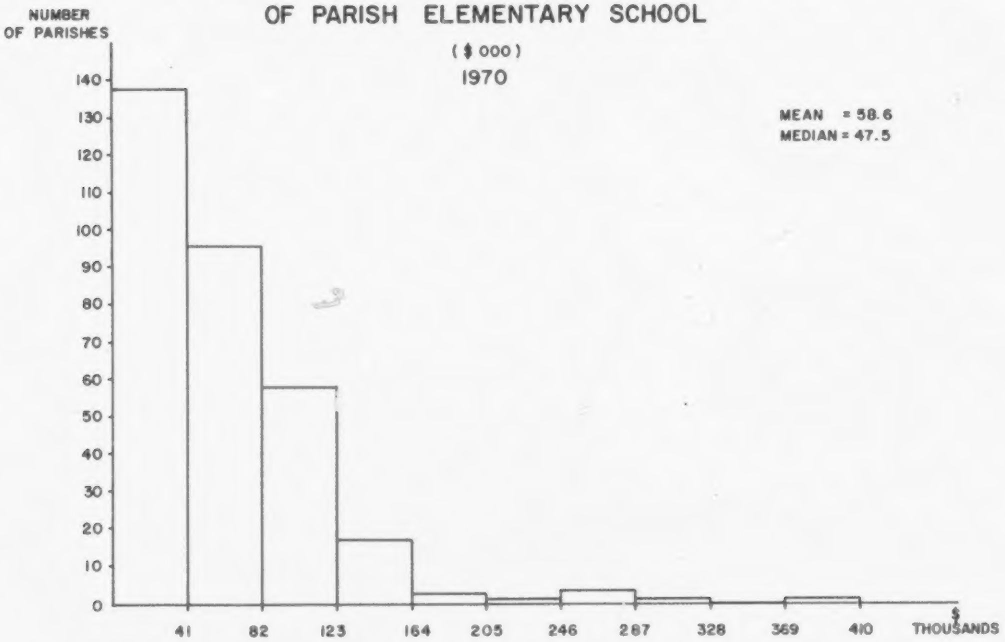

Chart 2-25

ARCHDIOCESE OF PHILADELPHIA

DISTRIBUTION OF PARISH SUBSIDY FOR SERVICING OF PARISH ELEMENTARY SCHOOL DEBT

($ 000)

1971

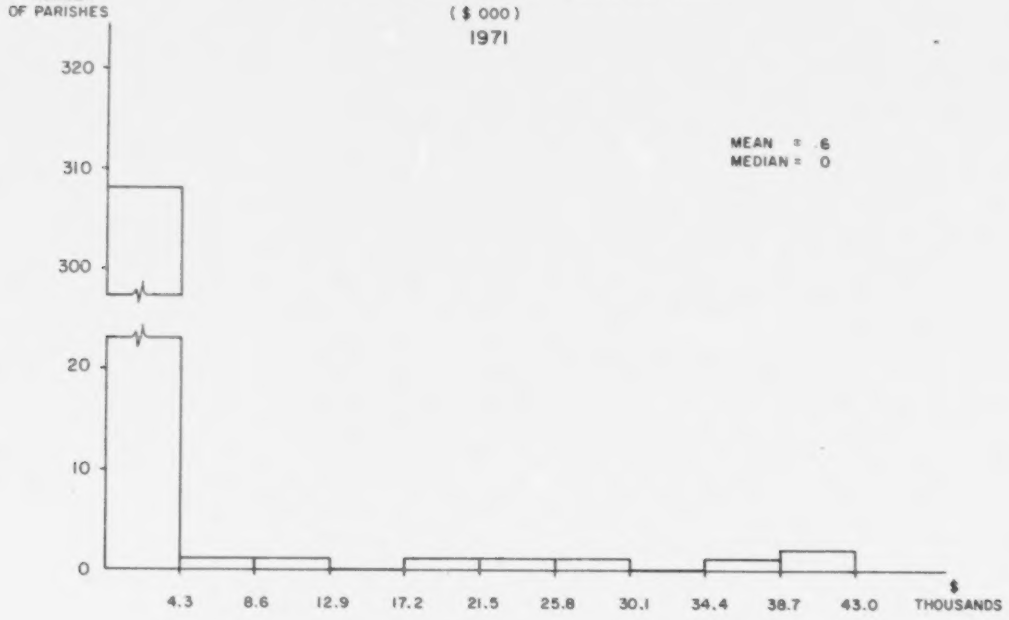

Chart 2-26

ARCHDIOCESE OF PHILADELPHIA

DISTRIBUTION OF PARISH SUBSIDY FOR SERVICING OF PARISH ELEMENTARY SCHOOL DEBT

($ 000)

1970

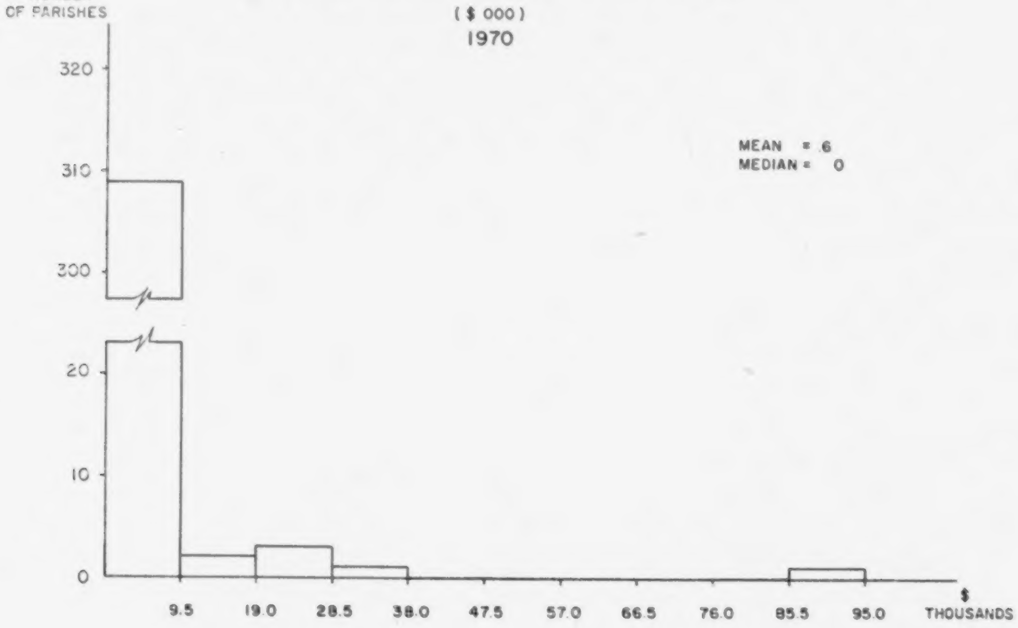

Chart 2-27

ARCHDIOCESE OF PHILADELPHIA

DISTRIBUTION OF PARISH CAPITAL OUTLAYS

($ 000)

1971

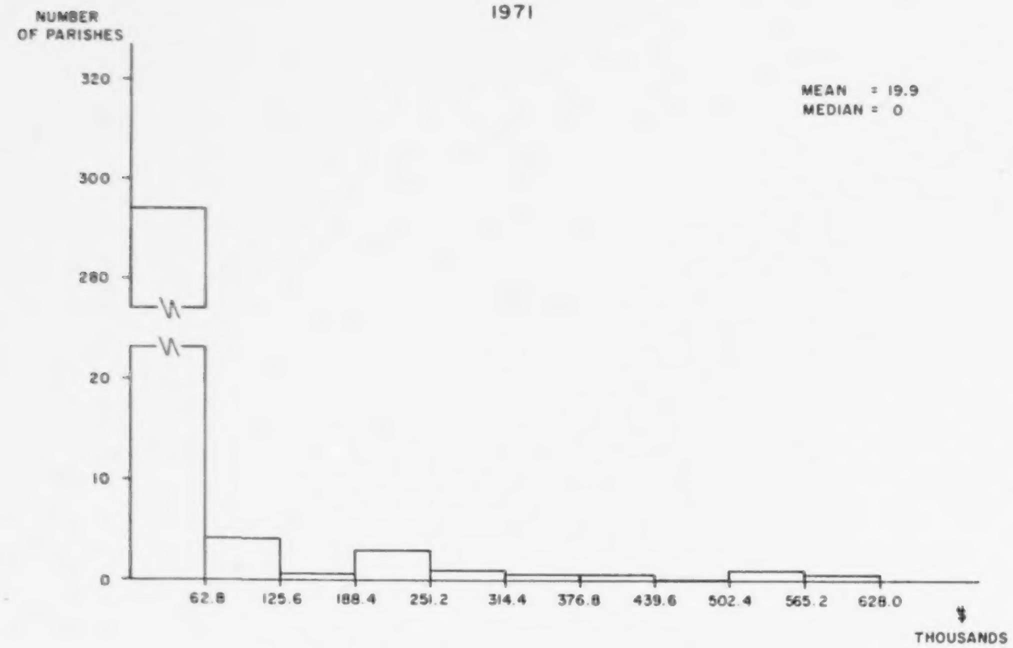

Chart 2-28

ARCHDIOCESE OF PHILADELPHIA

DISTRIBUTION OF PARISH CAPITAL OUTLAYS

($ 000)

1970

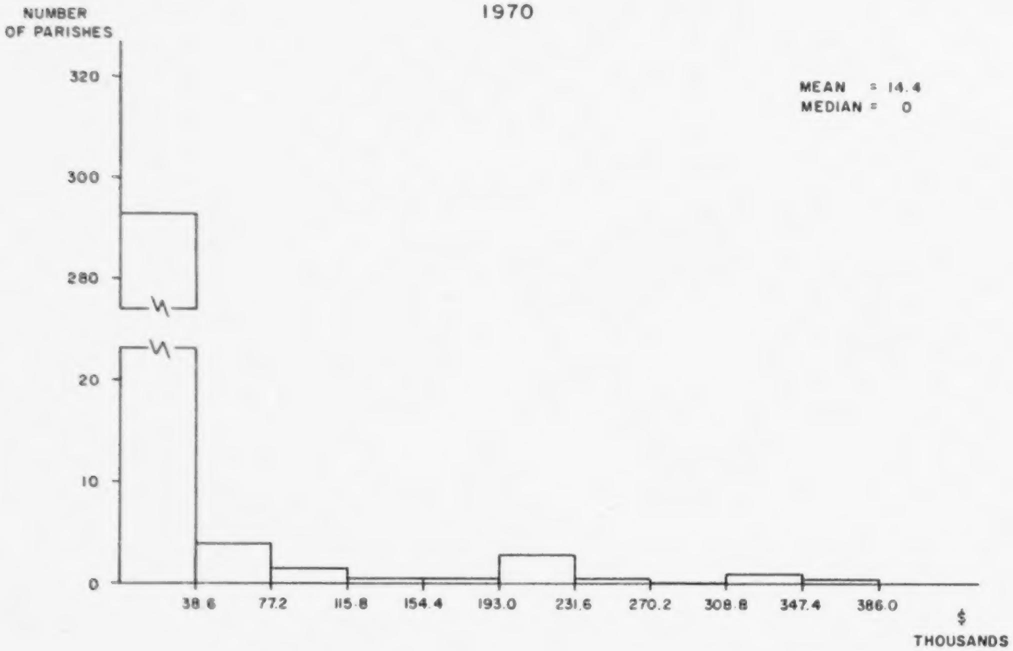

Chart 2-29

ARCHDIOCESE OF PHILADELPHIA

DISTRIBUTION OF PARISH EXPENDITURES FOR SERVICING PARISH CHURCH DEBT.

($000)

1971

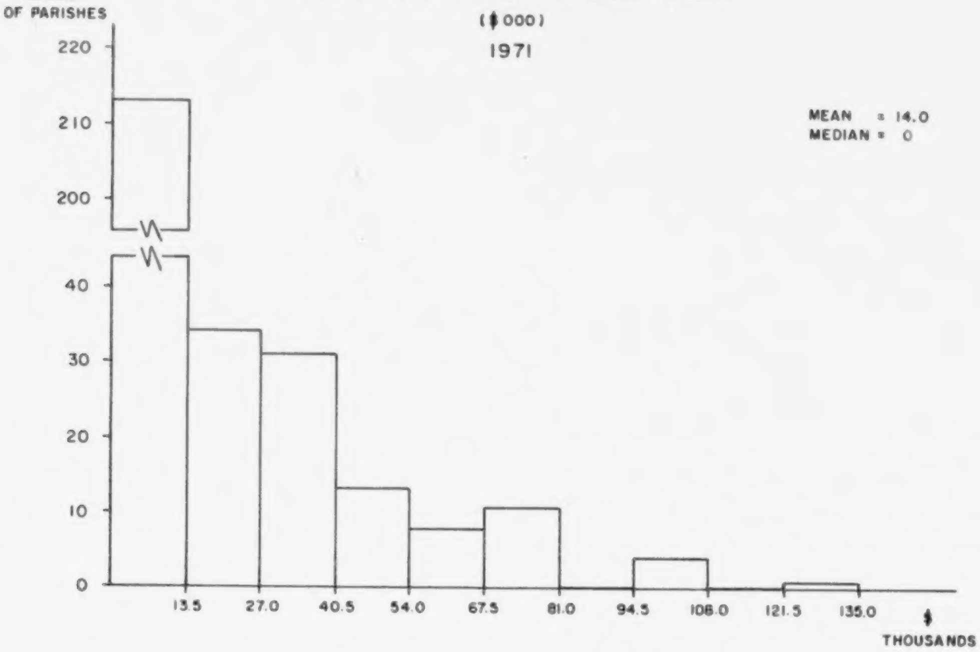

Chart 2-30

ARCHDIOCESE OF PHILADELPHIA

DISTRIBUTION OF PARISH EXPENDITURES FOR SERVICING PARISH CHURCH DEBT.

($000)

1970

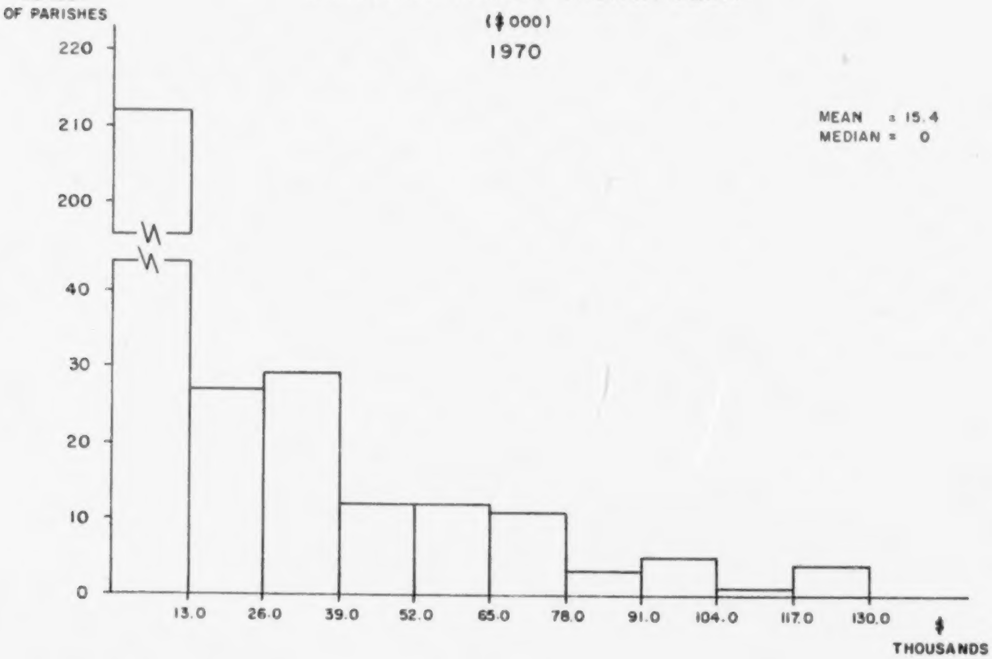

Chart 2-31

ARCHDIOCESE OF PHILADELPHIA

DISTRIBUTION OF PARISH TOTAL SPENDING

($ 000)

1971

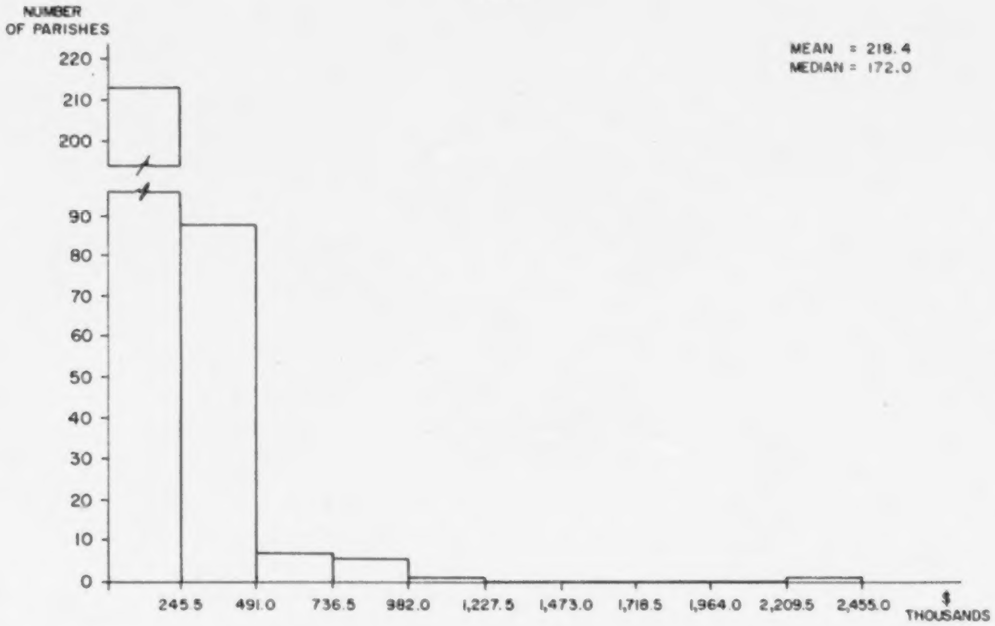

Chart 2-32

ARCHDIOCESE OF PHILADELPHIA

DISTRIBUTION OF PARISH TOTAL SPENDING

($ 000)

1970

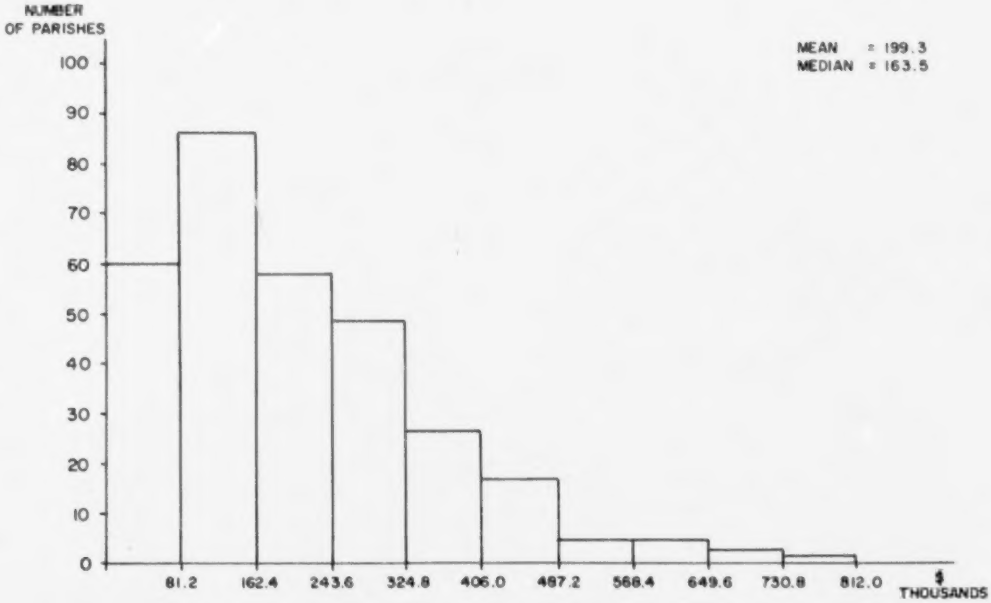

Chart 2-33

ARCHDIOCESE OF PHILADELPHIA

DISTRIBUTION OF PARISH BORROWING

(TOTAL LOANS AND WITHDRAWALS)

($ 000)

1971

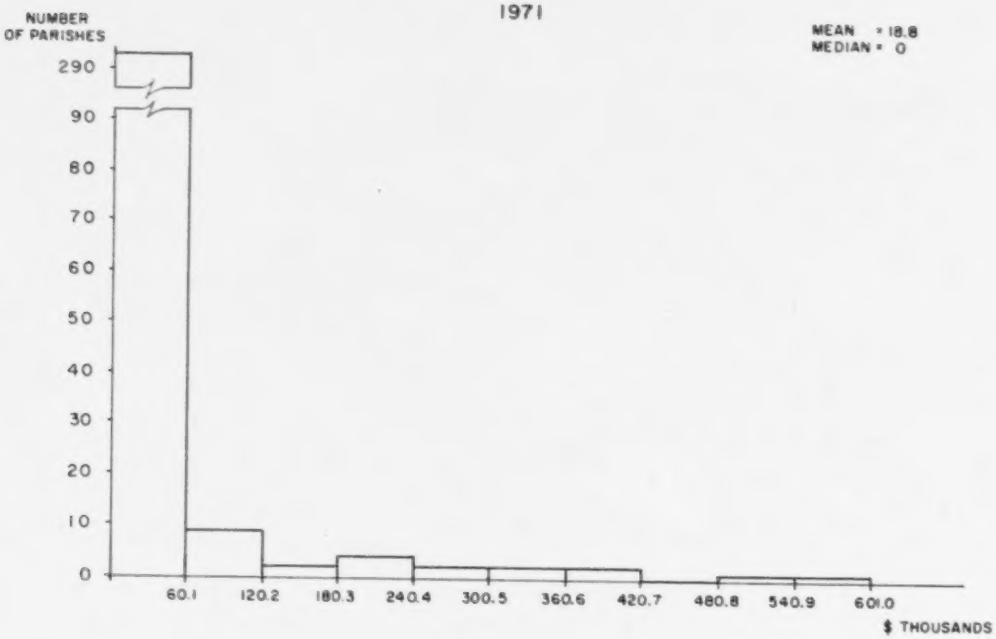

Chart 2-34

ARCHDIOCESE OF PHILADELPHIA

DISTRIBUTION OF PARISH BORROWING

(TOTAL LOANS AND WITHDRAWALS)

($ 000)

1970

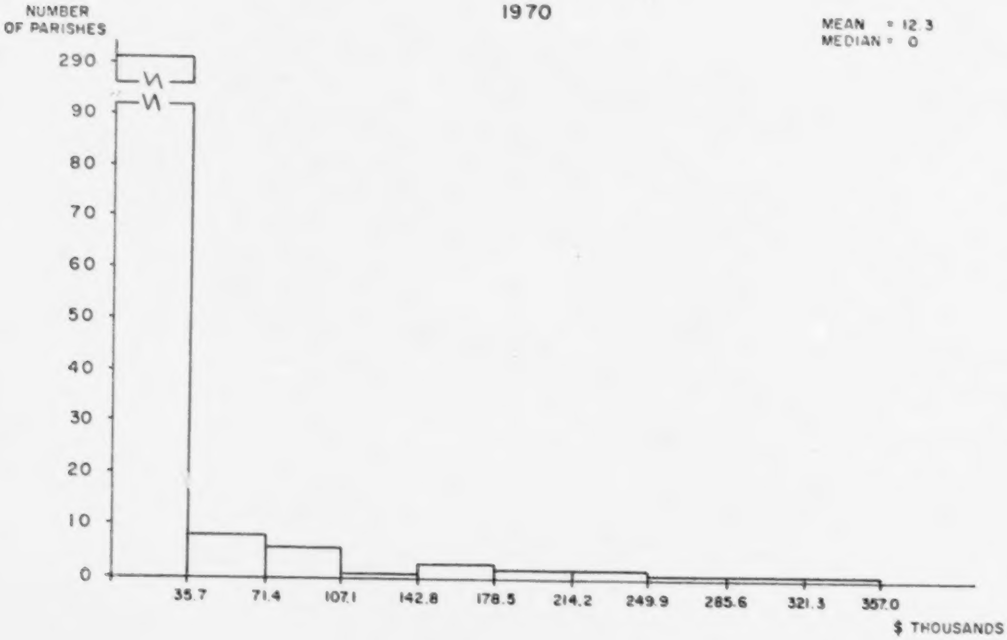

Chart 2-35

ARCHDIOCESE OF PHILADELPHIA

DISTRIBUTION OF PARISH INVESTMENTS AND TRUST DEPOSITS WITH DIOCESE

($ 000)

1971

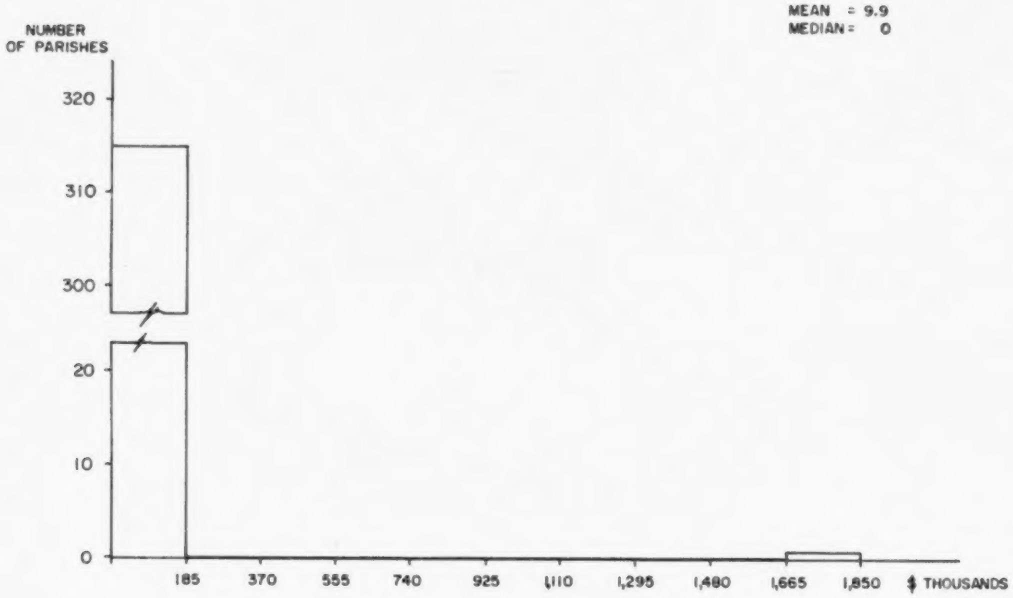

Chart 2-36

ARCHDIOCESE OF PHILADELPHIA

DISTRIBUTION OF PARISH INVESTMENTS AND TRUST DEPOSITS WITH DIOCESE

($ 000)

1970

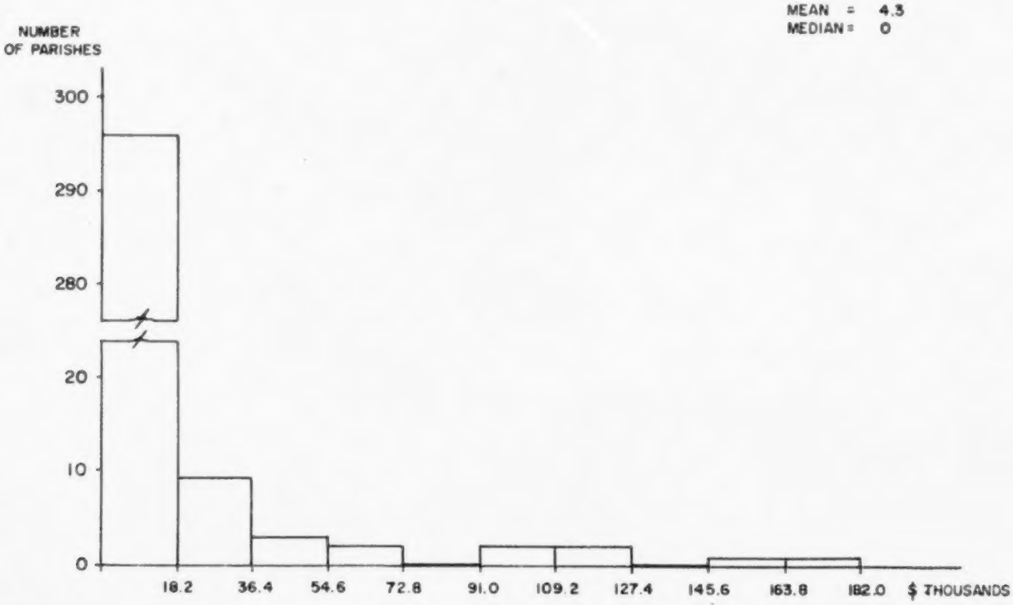

Chart 2-37

ARCHDIOCESE OF PHILADELPHIA

DISTRIBUTION OF PARISH OPERATIONAL SURPLUS OR DEFICIT

($ 000)

1971

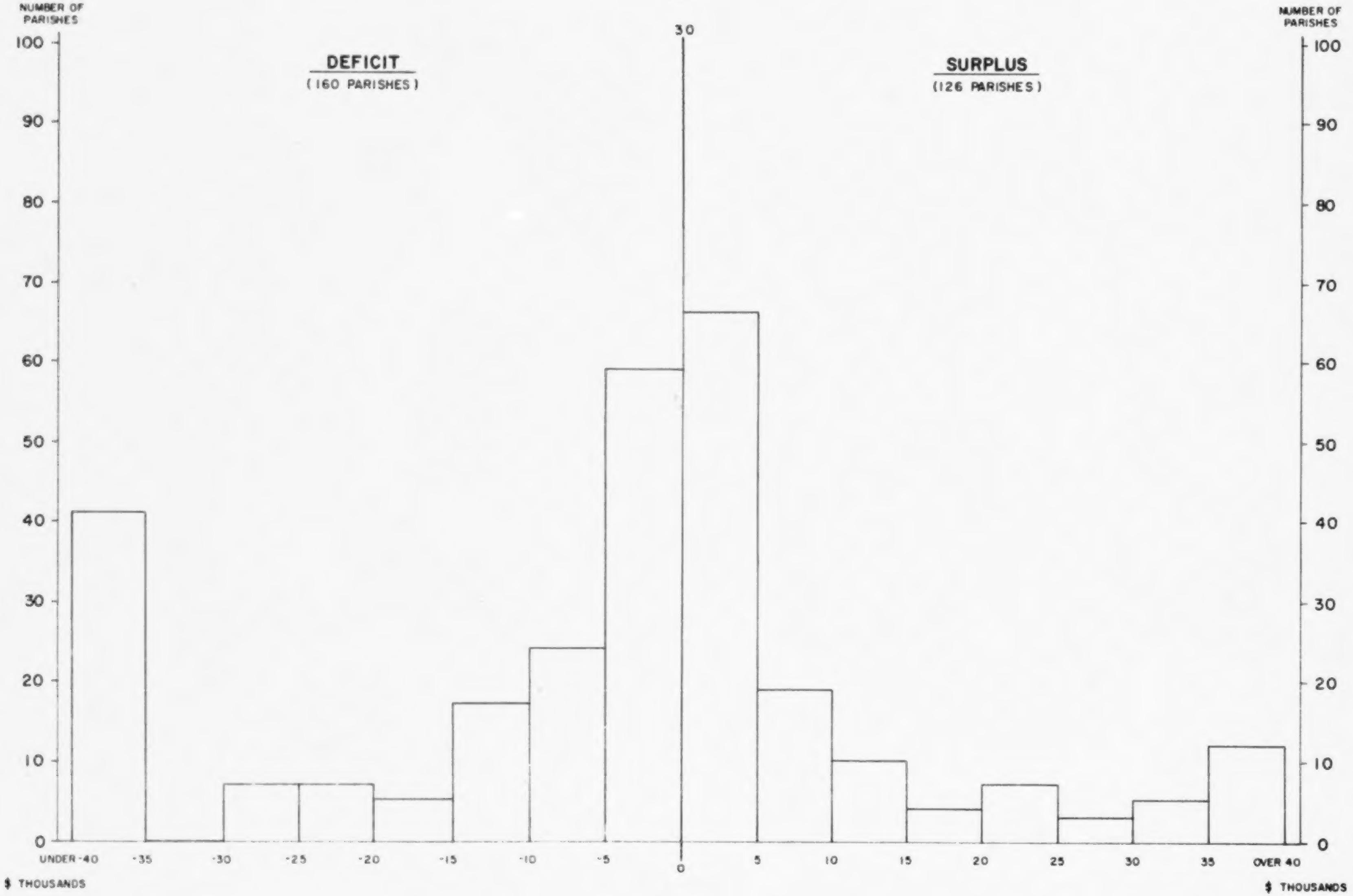

Chart 2-38

ARCHDIOCESE OF PHILADELPHIA

DISTRIBUTION OF PARISH OPERATIONAL SURPLUS OR DEFICIT

($ 000)

1970

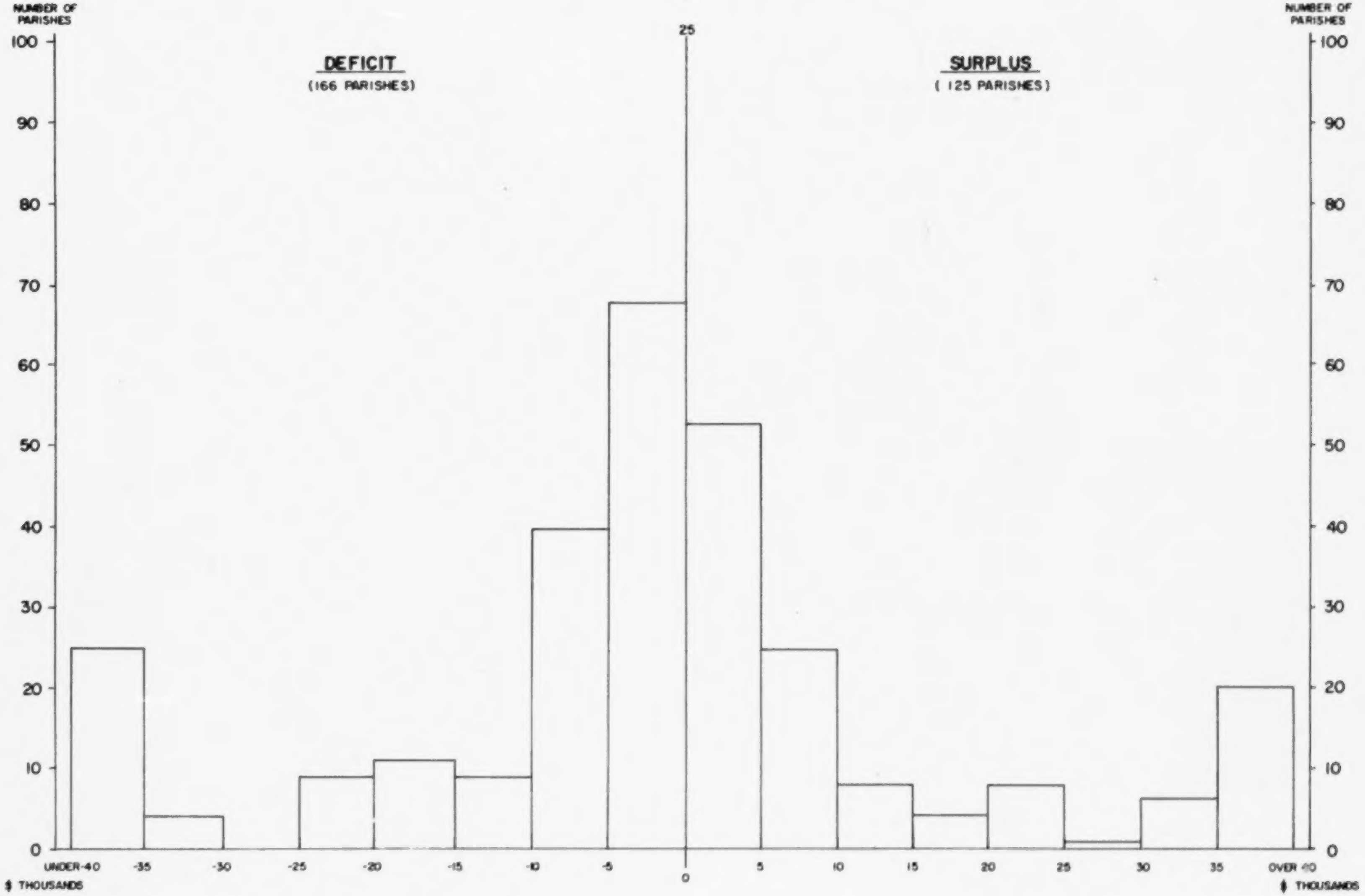

Table 2-13
ARCHDIOCESE OF PHILADELPHIA
ANNUAL FINANCIAL REPORT
SCHOOLS—ELEMENTARY
TOTALS—ALL PARISHES

	1970	1971	Percent Change 1970—1971
Total Enrollment	182422.	174132.	—4.54
Number of Religious Teachers	2656.	2460.	—7.38
Number of Lay Teachers	1893.	2025.	6.97

	1970		1971		Percent Change 1970-71	Per Student Receipts—Cost		Percentage Change in Per Student Values
	$(000)	Percent	$(000)	Percent		1970	1971	
Receipts								
Parish Subsidy—Current	18529.0	76.44	19923.0	67.41	7.52	102.	114.	12.64
Parish Subsidy—Debt Principal	448.0	1.85	372.0	1.26	—16.96	2.	2.	—13.01
Diocesan Subsidy	68.0	.28	31.0	.10	—54.41	0.	0.	—52.24
Student Fee—General	2002.0	8.26	2585.0	8.75	29.12	11.	15.	35.27
Student Fee—Special	338.0	1.39	323.0	1.09	—4.44	2.	2.	.11
Transportation Fees	621.0	2.56	680.0	2.30	9.50	3.	4.	14.71
Other Receipts	2235.0	9.22	5639.0	19.08	152.30	12.	32.	164.32
Total Receipts	24241.0	100.00	29553.0	100.00	21.91	133.	170.	27.72
Expenditures								
Administration								
Salaries of Educational Administration	118.0	.48	191.0	.65	61.86	1.	1.	69.57
Salaries of Business Administration	76.0	.31	86.0	.29	13.16	0.	0.	18.55
Other Administration Expense	209.0	.86	127.0	.43	—39.23	1.	1.	—36.34
Total Administration	403.0	1.65	404.0	1.37	.25	2.	2.	5.02
Instruction								
Salaries of Principals	113.0	.46	113.0	.38	—.00	1.	1.	4.76
Salaries of Lay Faculty	7149.0	29.26	8898.0	30.21	24.46	39.	51.	30.39
Salaries of Religious Faculty	3920.0	16.04	5488.0	18.63	40.00	21.	32.	46.67
Faculty Residence Expense	764.0	3.13	943.0	3.20	23.43	4.	5.	29.31
Other Instructional Expense	2135.0	8.74	2916.0	9.90	36.58	12.	17.	43.08
Total Instructional Expense	14081.0	57.63	18358.0	62.32	30.37	77.	105.	36.58
Transportation	985.0	4.03	1003.0	1563.40	1.83	5.	6.	6.68
Operation and Maintenance of Plant								
Salaries	1364.0	5.58	1447.0	4.91	6.09	7.	8.	11.14
Other O. & M. Expenses	3162.0	12.94	3368.0	11.43	6.51	17.	19.	11.59
Total O. & M. Expenses	4526.0	18.52	9815.0	16.35	6.39	25.	28.	11.45
Fixed Charges	951.0	3.89	1340.0	4.55	40.90	5.	8.	47.61
Capital Outlay								
Capital Outlay—Buildings	1950.0	7.98	1992.0	6.76	2.15	11.	11.	7.02
Other Capital Outlay	507.0	2.07	549.0	1.86	8.28	3.	3.	13.44
Total Capital Outlay	2457.0	10.06	2541.0	8.63	3.42	13.	15.	8.34
Debt Service	193.0	.79	245.0	.83	26.94	1.	1.	32.99
Miscellaneous Expenditures	838.0	3.43	751.0	2.55	—10.38	4.	1.	—6.12
Total Expenditures	24434.0	100.00	29457.0	100.00	20.56	134.	169.	26.30
Excess (Deficit) Receipts Over Expenditures	(193.0)		96.0					

Table 2-14
ARCHDIOCESE OF PHILADELPHIA
ANNUAL FINANCIAL REPORT
SCHOOLS—ELEMENTARY
BUCKS COUNTY

	1970	1971	Percent Change 1970—1971
Total Enrollment	18019.	16633.	−6.58
Number of Religious Teachers	237.	230.	−2.95
Number of Lay Teachers	199.	207.	4.02

	1970		1971		Percent Change 1970-71	Per Student Receipts—Cost		Percentage Change in Per Student Values
	$(000)	Percent	$(000)	Percent		1970	1971	
Receipts								
Parish Subsidy—Current	1701.0	70.61	1818.0	61.61	6.88	94.	108.	14.41
Parish Subsidy—Debt Principal	158.0	6.56	139.0	4.71	−12.03	9.	8.	−5.83
Diocesan Subsidy	.0	.00	.0	.00	−.00	0.	0.	.00
Student Fee—General	178.0	7.39	206.0	6.98	15.73	10.	12.	23.88
Student Fee—Special	56.0	2.32	47.0	1.59	−16.07	3.	3.	−10.16
Transportation Fees	61.0	2.53	70.0	2.37	14.75	3.	4.	22.84
Other Receipts	255.0	10.59	671.0	22.74	163.14	14.	40.	181.68
Total Receipts	2409.0	100.00	2951.0	100.00	22.50	134.	175.	31.13
Expenditures								
Administration								
Salaries of Educational Administration	11.0	.46	16.0	.55	45.45	1.	1.	55.70
Salaries of Business Administration	13.0	.54	12.0	.41	−7.69	1.	1.	−1.19
Other Administration Expense	9.0	.37	13.0	.45	44.44	0.	1.	54.62
Total Administration	33.0	1.37	41.0	1.41	24.24	2.	2.	33.00
Instruction								
Salaries of Principals	10.0	.41	15.0	.51	50.00	1.	1.	60.57
Salaries of Lay Faculty	738.0	30.60	881.0	30.23	19.38	41.	52.	27.79
Salaries of Religious Faculty	342.0	14.18	503.0	17.26	47.08	19.	30.	57.44
Faculty Residence Expense	70.0	2.90	81.0	2.78	15.71	4.	5.	23.87
Other Instructional Expense	280.0	11.61	332.0	11.39	18.57	16.	20.	26.93
Total Instructional Expense	1440.0	59.70	1812.0	62.18	25.83	80.	108.	34.70
Transportation	116.0	4.81	123.0	4.22	6.03	6.	7.	13.51
Operation and Maintenance of Plant								
Salaries	134.0	5.56	149.0	5.11	11.19	7.	9.	19.03
Other O. & M. Expenses	291.0	12.06	301.0	10.33	3.44	16.	18.	10.72
Total O. & M. Expenses	425.0	17.62	450.0	15.44	5.88	24.	27.	13.34
Fixed Charges	116.0	4.81	144.0	4.94	24.14	6.	9.	32.88
Capital Outlay								
Capital Outlay—Buildings	120.0	4.98	109.0	3.74	−9.17	7.	6.	−2.77
Other Capital Outlay	47.0	1.95	57.0	1.96	21.28	3.	3.	29.82
Total Capital Outlay	167.0	6.92	166.0	5.70	−.60	9.	10.	6.40
Debt Service	39.0	1.62	66.0	2.26	69.23	2.	4.	81.15
Miscellaneous Expenditures	76.0	3.15	112.0	3.84	47.37	7.	4.	57.75
Total Expenditures	2412.0	100.00	2914.0	100.00	20.81	134.	173.	29.32
Excess (Deficit) Receipts Over Expenditures	(3.0)		37.0					

Table 2-15
ARCHDIOCESE OF PHILADELPHIA
ANNUAL FINANCIAL REPORT
SCHOOLS—ELEMENTARY
CHESTER COUNTY

	1970	1971	Percent Change 1970—1971
Total Enrollment	6165.	5785.	—6.16
Number of Religious Teachers	109.	104.	—4.59
Number of Lay Teachers	79.	87.	10.13

	1970		1971		Percent Change	Per Student Receipts—Cost		Percentage Change in Per Student Values
	$(000)	Percent	$(000)	Percent	1970-71	1970	1971	
Receipts								
Parish Subsidy—Current	834.0	78.31	902.0	68.02	8.15	135.	156.	15.26
Parish Subsidy—Debt Principal	.0	.00	19.0	1.43	.00	0.	3.	.00
Diocesan Subsidy	.0	.00	.0	.00	.00	0.	0.	.00
Student Fee—General	47.0	4.41	54.0	4.07	14.89	8.	9.	22.44
Student Fee—Special	37.0	3.47	48.0	3.62	29.73	6.	8.	38.25
Transportation Fees	46.0	4.32	48.0	3.62	4.35	7.	8.	11.20
Other Receipts	101.0	9.48	255.0	19.23	152.48	16.	44.	169.06
Total Receipts	1065.0	100.00	1326.0	100.00	24.51	173.	229.	32.69
Expenditures								
Administration								
Salaries of Educational Administration	7.0	.66	9.0	.67	28.57	1.	2.	37.02
Salaries of Business Administration	1.0	.09	1.0	.07	.00	0.	0.	6.57
Other Administration Expense	2.0	.19	11.0	.82	450.00	0.	2.	486.13
Total Administration	10.0	.94	21.0	1.57	110.00	2.	4.	123.79
Instruction								
Salaries of Principals	9.0	.85	8.0	.60	—11.11	1.	1.	—5.27
Salaries of Lay Faculty	324.0	30.59	443.0	33.08	36.73	53.	77.	45.71
Salaries of Religious Faculty	168.0	15.86	239.0	17.85	42.26	27.	41.	51.61
Faculty Residence Expense	29.0	2.74	42.0	3.14	44.83	5.	7.	54.34
Other Instructional Expense	77.0	7.27	114.0	8.51	48.05	12.	20.	57.78
Total Instructional Expense	607.0	57.32	846.0	63.18	39.37	98.	146.	48.53
Transportation	107.0	10.10	90.0	6.72	—15.89	17.	16.	—10.36
Operation and Maintenance of Plant								
Salaries	52.0	4.91	53.0	3.96	1.92	8.	9.	8.62
Other O. & M. Expenses	174.0	16.43	141.0	10.53	—18.97	28.	24.	—13.64
Total O. & M. Expenses	226.0	21.34	194.0	14.49	—14.16	37.	34.	—8.52
Fixed Charges	41.0	3.87	59.0	4.41	43.90	7.	10.	53.35
Capital Outlay								
Capital Outlay—Buildings	35.0	3.31	43.0	3.21	22.86	6.	7.	30.93
Other Capital Outlay	9.0	.85	47.0	3.51	422.22	1.	8.	456.53
Total Capital Outlay	44.0	4.15	90.0	6.72	104.55	7.	16.	117.98
Debt Service	.0	.00	8.0	.60	.00	0.	1.	.00
Miscellaneous Expenditures	24.0	2.27	31.0	2.32	29.17	5.	1.	37.65
Total Expenditures	1059.0	100.00	1339.0	100.00	26.44	172.	231.	34.75
Excess (Deficit) Receipts Over Expenditures	6.0		(13.0)					

Table 2-16
ARCHDIOCESE OF PHILADELPHIA
ANNUAL FINANCIAL REPORT
SCHOOLS—ELEMENTARY
DELAWARE COUNTY

	1970	1971	Percent Change 1970—1971
Total Enrollment	33694.	31200.	−7.40
Number of Religious Teachers	460.	432.	−6.09
Number of Lay Teachers	349.	375.	7.45

	1970		1971		Percent Change	Per Student Receipts—Cost		Percentage Change in Per Student Values
	$(000)	Percent	$(000)	Percent	1970-71	1970	1971	
Receipts								
Parish Subsidy—Current	3647.0	80.40	3826.0	69.58	4.91	108.	123.	13.29
Parish Subsidy—Debt Principal	38.0	.84	52.0	.95	36.84	1.	2.	47.78
Diocesan Subsidy	.0	.00	.0	.00	.00	0.	0.	.00
Student Fee—General	284.0	6.26	304.0	5.53	7.04	8.	10.	15.60
Student Fee—Special	41.0	.90	44.0	.80	7.32	1.	1.	15.90
Transportation Fees	98.0	2.16	91.0	1.65	−7.14	3.	3.	.28
Other Receipts	428.0	9.44	1182.0	21.49	176.17	13.	38.	198.24
Total Receipts	4536.0	100.00	5499.0	100.00	21.23	135.	176.	30.92
Expenditures								
Administration								
Salaries of Educational Administration	25.0	.55	35.0	.64	40.00	1.	1.	51.19
Salaries of Business Administration	18.0	.39	19.0	.35	5.56	1.	1.	13.99
Other Administration Expense	19.0	.42	27.0	.49	42.11	1.	1.	53.46
Total Administration	62.0	1.36	81.0	1.48	30.65	2.	3.	41.09
Instruction								
Salaries of Principals	28.0	.61	26.0	.48	−7.14	1.	1.	.28
Salaries of Lay Faculty	1339.0	29.29	1642.0	30.00	22.63	40.	53.	32.43
Salaries of Religious Faculty	717.0	15.69	979.0	17.89	36.54	21.	31.	47.46
Faculty Residence Expense	149.0	3.26	176.0	3.22	18.12	4.	6.	27.56
Other Instructional Expense	464.0	10.15	592.0	10.82	27.59	14.	19.	37.78
Total Instructional Expense	2697.0	59.00	3415.0	62.40	26.62	80.	109.	36.74
Transportation	164.0	3.59	168.0	3.07	2.44	5.	5.	10.63
Operation and Maintenance of Plant								
Salaries	252.0	5.51	277.0	5.06	9.92	7.	9.	18.71
Other O. & M. Expenses	609.0	13.32	678.0	12.39	11.33	18.	22.	20.23
Total O. & M. Expenses	861.0	18.84	955.0	17.45	10.92	26.	31.	19.78
Fixed Charges	184.0	4.03	253.0	4.62	37.50	5.	8.	48.49
Capital Outlay								
Capital Outlay—Buildings	257.0	5.62	304.0	5.55	18.29	8.	10.	27.74
Other Capital Outlay	104.0	2.28	102.0	1.86	−1.92	3.	3.	5.92
Total Capital Outlay	361.0	7.90	406.0	7.42	12.47	11.	13.	21.46
Debt Service	39.0	.85	44.0	.80	12.82	1.	1.	21.84
Miscellaneous Expenditures	203.0	4.44	151.0	2.76	−25.62	5.	1.	−19.67
Total Expenditures	4571.0	100.00	5473.0	100.00	19.73	136.	175.	29.30
Excess (Deficit) Receipts Over Expenditures	(35.0)		26.0					

Table 2-17
ARCHDIOCESE OF PHILADELPHIA
ANNUAL FINANCIAL REPORT
SCHOOLS—ELEMENTARY
MONTGOMERY COUNTY

	1970	1971	Percent Change 1970—1971
Total Enrollment	22671.	21594.	—4.75
Number of Religious Teachers	343.	333.	—2.92
Number of Lay Teachers	290.	317.	9.31

	1970		1971		Percent Change 1970-71	Per Student Receipts—Cost		Percentage Change in Per Student Values
	$(000)	Percent	$(000)	Percent		1970	1971	
Receipts								
Parish Subsidy—Current	3361.0	77.50	3664.0	70.87	9.02	148.	170.	14.45
Parish Subsidy—Debt Principal	31.0	.71	8.0	.15	—74.19	1.	0.	—72.91
Diocesan Subsidy	.0	.00	.0	.00	.00	0.	0.	.00
Student Fee—General	338.0	7.79	384.0	7.43	13.61	15.	18.	19.28
Student Fee—Special	25.0	.58	32.0	.62	28.00	1.	1.	34.38
Transportation Fees	223.0	5.14	223.0	4.31	.00	10.	10.	4.99
Other Receipts	359.0	8.28	859.0	16.62	139.28	16.	40.	151.21
Total Receipts	4337.0	100.00	5170.0	100.00	19.21	191.	239.	25.15
Expenditures								
Administration								
Salaries of Educational Administration	25.0	.58	44.0	.84	76.00	1.	2.	84.78
Salaries of Business Administration	13.0	.30	17.0	.33	30.77	1.	1.	37.29
Other Administration Expense	31.0	.72	26.0	.50	—16.13	1.	1.	—11.95
Total Administration	69.0	1.59	87.0	1.67	26.09	3.	4.	32.38
Instruction								
Salaries of Principals	20.0	.46	22.0	.42	10.00	1.	1.	15.49
Salaries of Lay Faculty	1249.0	28.84	1554.0	29.79	24.42	55.	72.	30.62
Salaries of Religious Faculty	514.0	11.87	728.0	13.95	41.63	23.	34.	48.70
Faculty Residence Expense	144.0	3.32	141.0	2.70	—2.08	6.	7.	2.80
Other Instructional Expense	320.0	7.39	421.0	8.07	31.56	14.	19.	38.12
Total Instructional Expense	2247.0	51.88	2866.0	54.94	27.55	99.	133.	33.91
Transportation	340.0	7.85	342.0	6.56	.59	15.	16.	5.61
Operation and Maintenance of Plant								
Salaries	232.0	5.36	239.0	4.58	3.02	10.	11.	8.16
Other O. & M. Expenses	464.0	10.71	542.0	10.39	16.81	20.	25.	22.64
Total O. & M. Expenses	696.0	16.07	781.0	14.97	12.21	31.	36.	17.81
Fixed Charges	150.0	3.46	201.0	3.85	34.00	7.	9.	40.68
Capital Outlay								
Capital Outlay—Buildings	406.0	9.37	651.0	12.48	60.34	18.	30.	68.34
Other Capital Outlay	256.0	5.91	143.0	2.74	—44.14	11.	7.	—41.35
Total Capital Outlay	662.0	15.29	794.0	15.22	19.94	29.	37.	25.92
Debt Service	33.0	.76	29.0	.56	—12.12	1.	1.	—7.74
Miscellaneous Expenditures	134.0	3.09	117.0	2.24	—12.69	5.	1.	—8.33
Total Expenditures	4331.0	100.00	5217.0	100.00	20.46	191.	242.	26.46
Excess (Deficit) Receipts Over Expenditures	6.0		(47.0)					

Table 2-18
ARCHDIOCESE OF PHILADELPHIA
ANNUAL FINANCIAL REPORT
SCHOOLS—ELEMENTARY
PHILADELPHIA COUNTY

	1970	1971	Percent Change 1970—1971
Total Enrollment	101873.	98720.	−3.10
Number of Religious Teachers	1507.	1361.	−9.69
Number of Lay Teachers	976.	1039.	6.45

	1970		1971		Percent Change 1970-71	Per Student Receipts—Cost		Percentage Change in Per Student Values
	$(000)	Percent	$(000)	Percent		1970	1971	
Receipts								
Parish Subsidy—Current	8986.0	75.55	9713.0	66.50	8.09	88.	98.	11.54
Parish Subsidy—Debt Principal	221.0	1.86	154.0	1.05	−30.32	2.	2.	−28.09
Diocesan Subsidy	68.0	.57	31.0	.21	−54.41	1.	0.	−52.96
Student Fee—General	1155.0	9.71	1637.0	11.21	41.73	11.	17.	46.26
Student Fee—Special	179.0	1.50	152.0	1.04	−15.08	2.	2.	−12.37
Transportation Fees	193.0	1.62	248.0	1.70	28.50	2.	3.	32.60
Other Receipts	1092.0	9.18	2672.0	18.29	144.69	11.	27.	152.50
Total Receipts	11894.0	100.00	14607.0	100.00	22.81	117.	148.	26.73
Expenditures								
Administration								
Salaries of Educational Administration	50.0	.41	87.0	.60	74.00	0.	1.	79.56
Salaries of Business Administration	31.0	.26	37.0	.25	19.35	0.	0.	23.17
Other Administration Expense	148.0	1.23	50.0	.34	−66.22	1.	1.	−65.14
Total Administration	229.0	1.90	174.0	1.20	−24.02	2.	2.	−21.59
Instruction								
Salaries of Principals	46.0	.38	42.0	.29	−8.70	0.	0.	−5.78
Salaries of Lay Faculty	3499.0	29.01	4378.0	30.16	25.12	34.	44.	29.12
Salaries of Religious Faculty	2179.0	18.07	3039.0	20.94	39.47	21.	31.	43.92
Faculty Residence Expense	372.0	3.08	503.0	3.47	35.22	4.	5.	39.53
Other Instructional Expense	994.0	8.24	1457.0	10.04	46.58	10.	15.	51.26
Total Instructional Expense	7090.0	58.78	9419.0	64.90	32.85	70.	95.	37.09
Transportation	258.0	2.14	280.0	1.93	8.53	3.	3.	11.99
Operation and Maintenance of Plant								
Salaries	694.0	5.75	729.0	5.02	5.04	7.	7.	8.40
Other O. & M. Expenses	1624.0	13.46	1706.0	11.75	5.05	16.	17.	8.40
Total O. & M. Expenses	2318.0	19.22	2435.0	16.78	5.05	23.	25.	8.40
Fixed Charges	460.0	3.81	683.0	4.71	48.48	5.	7.	53.22
Capital Outlay								
Capital Outlay—Buildings	1132.0	9.39	885.0	6.10	−21.82	11.	9.	−19.32
Other Capital Outlay	91.0	.75	200.0	1.38	119.78	1.	2.	126.80
Total Capital Outlay	1223.0	10.14	1085.0	7.48	−11.28	12.	11.	−8.45
Debt Service	82.0	.68	98.0	.68	19.51	1.	1.	23.33
Miscellaneous Expenditures	401.0	3.32	340.0	2.34	−15.21	3.	1.	−12.50
Total Expenditures	12061.0	100.00	14514.0	100.00	20.34	118.	147.	24.18
Excess (Deficit) Receipts Over Expenditures	(167.0)		93.0					

Table 2-19

ARCHDIOCESE OF PHILADELPHIA
ALL ELEMENTARY SCHOOLS
CALCULATED SCHOOL RATIOS

GRAND TOTAL

	1970	1971
Average Salaries Per Teacher		
Lay Teachers	3776.55	4394.07
Religious Teachers	1475.90	2230.89
All Teachers	2433.28	3207.58
Student to Teacher Ratio		
Students/Teacher	40.10	38.83
Ratios of Religious to Lay Teachers		
Religious/Total	.58	.55
Lay/Total	.42	.45
Religious/Lay	1.40	1.21
Direct Charges to Students		
Total Charges	2340.00	2908.00
Per Student Charges	12.83	16.70
Expense Class as Percent of Revenues		
Administration	1.66	1.37
Instruction	58.09	62.12
Transportation	4.06	3.39
Operation and Maintenance	18.67	16.29
Fixed Charges	3.92	4.53
Capital Outlay	10.14	10.48
Debt Service	.80	.83
Miscellaneous Expenditures	3.46	2.54
Total Expenditures	100.80	99.68
Percentage Breakdown of Administration Expense		
Educational Administration	29.28	47.28
Business Administration	18.86	21.29
Other Administration	48.14	68.56
Percentage Breakdown of Instructional Expense		
Salaries of Principals	.80	.62
Salaries of Lay Faculty	50.77	48.47
Salaries of Religious Faculty	27.84	29.89
Faculty Residence Expense	5.43	5.14
Other Instructional Expense	15.16	15.88
Total Faculty Salary	78.61	78.36

Table 2-20

ARCHDIOCESE OF PHILADELPHIA
BUCKS COUNTY ELEMENTARY SCHOOLS
CALCULATED SCHOOL RATIOS

GRAND TOTAL

	1970	1971
Average Salaries Per Teacher		
Lay Teachers	3708.54	4256.04
Religious Teachers	1443.04	2186.96
All Teachers	2477.06	3167.05
Student to Teacher Ratio		
Students/Teacher	41.33	38.52
Ratios of Religious to Lay Teachers		
Religious/Total	.54	.53
Lay/Total	.46	.47
Religious/Lay	1.19	1.11
Direct Charges to Students		
Total Charges	234.00	253.00
Per Student Charges	12.99	15.03
Expense Class as Percent of Revenues		
Administration	1.37	1.39
Instruction	59.78	61.40
Transportation	4.82	4.17
Operation and Maintenance	17.64	15.25
Fixed Charges	4.82	4.88
Capital Outlay	6.93	6.89
Debt Service	1.62	2.24
Miscellaneous Expenditures	3.15	3.86
Total Expenditures	100.12	98.75
Percentage Breakdown of Administration Expense		
Educational Administration	33.33	39.02
Business Administration	39.39	29.27
Other Administration	72.73	68.29
Percentage Breakdown of Instructional Expense		
Salaries of Principals	.69	.83
Salaries of Lay Faculty	51.25	48.62
Salaries of Religious Faculty	23.75	27.76
Faculty Residence Expense	4.86	4.47
Other Instructional Expense	19.44	18.32
Total Faculty Salary	75.00	76.38

Table 2-21

ARCHDIOCESE OF PHILADELPHIA
CHESTER COUNTY ELEMENTARY SCHOOLS
CALCULATED SCHOOL RATIOS

GRAND TOTAL

	1970	1971
Average Salaries Per Teacher		
Lay Teachers	4101.27	5091.95
Religious Teachers	1541.28	2298.08
All Teachers	2617.02	3570.68
Student to Teacher Ratio		
Students/Teacher	32.79	30.29
Ratios of Religious to Lay Teachers		
Religious/Total	.58	.54
Lay/Total	.42	.46
Religious/Lay	1.38	1.20
Direct Charges to Students		
Total Charges	84.00	102.00
Per Student Charges	13.63	17.63
Expense Class as Percent of Revenues		
Administration	.94	1.58
Instruction	57.00	63.80
Transportation	10.05	6.79
Operation and Maintenance	21.22	14.63
Fixed Charges	3.85	4.45
Capital Outlay	4.13	8.45
Debt Service	.00	.60
Miscellaneous Expenditures	2.25	2.34
Total Expenditures	99.44	100.98
Percentage Breakdown of Administration Expense		
Educational Administration	70.00	42.86
Business Administration	10.00	4.76
Other Administration	80.00	47.62
Percentage Breakdown of Instructional Expense		
Salaries of Principals	1.48	.95
Salaries of Lay Faculty	53.38	52.36
Salaries of Religious Faculty	27.68	28.25
Faculty Residence Expense	4.78	4.96
Other Instructional Expense	12.69	13.48
Total Faculty Salary	81.05	80.61

Table 2-22

ARCHDIOCESE OF PHILADELPHIA
DELAWARE COUNTY ELEMENTARY SCHOOLS
CALCULATED SCHOOL RATIOS

GRAND TOTAL

	1970	1971
Average Salaries Per Teacher		
Lay Teachers	3836.68	4378.67
Religious Teachers	1558.70	2266.20
All Teachers	2541.41	3247.83
Student to Teacher Ratio		
Students/Teacher	41.65	38.66
Ratios of Religious to Lay Teachers		
Religious/Total	.57	.54
Lay/Total	.43	.46
Religious/Lay	1.32	1.15
Direct Charges to Students		
Total Charges	325.00	348.00
Per Student Charges	9.65	11.15
Expense Class as Percent of Revenues		
Administration	1.37	1.47
Instruction	59.46	62.10
Transportation	3.62	3.06
Operation and Maintenance	18.98	17.37
Fixed Charges	4.06	4.60
Capital Outlay	7.96	8.95
Debt Service	.86	.80
Miscellaneous Expenditures	4.48	2.75
Total Expenditures	100.77	99.53
Percentage Breakdown of Administration Expense		
Educational Administration	40.32	43.21
Business Administration	29.03	23.46
Other Administration	69.35	66.67
Percentage Breakdown of Instructional Expense		
Salaries of Principals	1.04	.76
Salaries of Lay Faculty	49.65	48.08
Salaries of Religious Faculty	26.59	28.67
Faculty Residence Expense	5.52	5.15
Other Instructional Expense	17.20	17.34
Total Faculty Salary	76.23	76.75

Table 2-23

ARCHDIOCESE OF PHILADELPHIA
MONTGOMERY COUNTY ELEMENTARY SCHOOLS
CALCULATED SCHOOL RATIOS

GRAND TOTAL

	1970	1971
Average Salaries Per Teacher		
Lay Teachers	4306.90	4902.21
Religious Teachers	1498.54	2186.19
All Teachers	2785.15	3510.77
Student to Teacher Ratio		
Students/Teacher	35.82	33.22
Ratios of Religious to Lay Teachers		
Religious/Total	.54	.51
Lay/Total	.46	.49
Religious/Lay	1.18	1.05
Direct Charges to Students		
Total Charges	363.00	416.00
Per Student Charges	16.01	19.26
Expense Class as Percent of Revenues		
Administration	1.59	1.68
Instruction	51.81	55.44
Transportation	7.84	6.62
Operation and Maintenance	16.05	15.11
Fixed Charges	3.46	3.89
Capital Outlay	15.26	18.31
Debt Service	.76	.56
Miscellaneous Expenditures	3.09	2.26
Total Expenditures	99.86	100.91
Percentage Breakdown of Administration Expense		
Educational Administration	36.23	50.57
Business Administration	18.84	19.54
Other Administration	55.07	70.11
Percentage Breakdown of Instructional Expense		
Salaries of Principals	.89	.77
Salaries of Lay Faculty	55.59	54.22
Salaries of Religious Faculty	22.87	25.40
Faculty Residence Expense	6.41	4.92
Other Instructional Expense	14.24	14.69
Total Faculty Salary	78.46	79.62

Table 2-24

ARCHDIOCESE OF PHILADELPHIA
PHILADELPHIA COUNTY ELEMENTARY SCHOOLS
CALCULATED SCHOOL RATIOS

GRAND TOTAL

	1970	1971
Average Salaries Per Teacher		
Lay Teachers	3585.04	4213.67
Religious Teachers	1445.92	2232.92
All Teachers	2286.75	3090.42
Student to Teacher Ratio		
Students/Teacher	41.03	41.13
Ratios of Religious to Lay Teachers		
Religious/Total	.61	.57
Lay/Total	.39	.43
Religious/Lay	1.54	1.31
Direct Charges to Students		
Total Charges	1334.00	1789.00
Per Student Charges	13.09	18.12
Expense Class as Percent of Revenues		
Administration	1.93	1.19
Instruction	59.61	64.48
Transportation	2.17	1.92
Operation and Maintenance	19.49	16.67
Fixed Charges	3.87	4.68
Capital Outlay	10.28	9.12
Debt Service	.69	.67
Miscellaneous Expenditures	3.37	2.33
Total Expenditures	101.40	99.36
Percentage Breakdown of Administration Expense		
Educational Administration	21.83	50.00
Business Administration	13.54	21.26
Other Administration	35.37	71.26
Percentage Breakdown of Instructional Expense		
Salaries of Principals	.65	.45
Salaries of Lay Faculty	49.35	46.48
Salaries of Religious Faculty	30.73	32.26
Faculty Residence Expense	5.25	5.34
Other Instructional Expense	14.02	15.47
Total Faculty Salary	80.08	78.75

Chart 2-39
ARCHDIOCESE OF PHILADELPHIA
DISTRIBUTION OF PARISH ELEMENTARY SCHOOL ENROLLMENT
(ACTUAL NUMBER OF STUDENTS)
1971

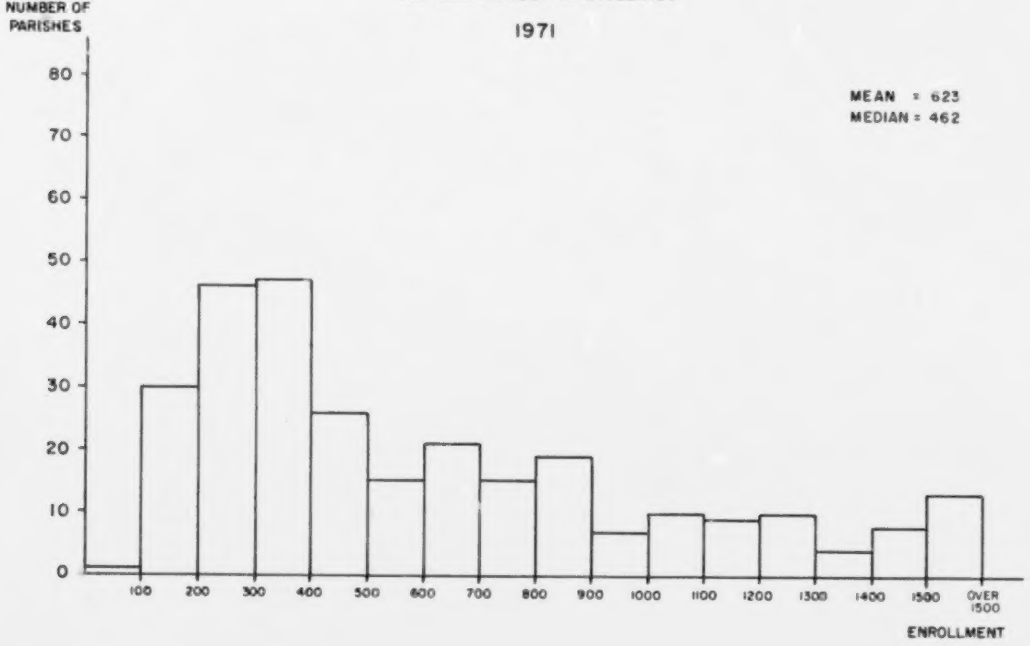

Chart 2-40
ARCHDIOCESE OF PHILADELPHIA
DISTRIBUTION OF PARISH ELEMENTARY SCHOOL ENROLLMENT
(ACTUAL NUMBER OF STUDENTS)
1970

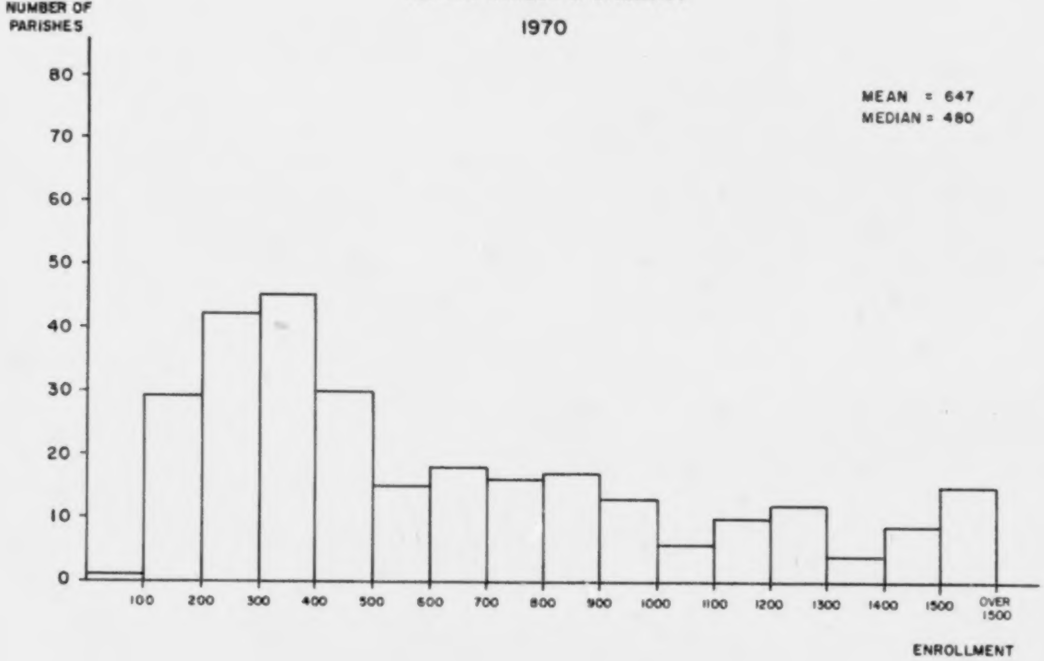

Chart 2-41

ARCHDIOCESE OF PHILADELPHIA

DISTRIBUTION OF PARISH ELEMENTARY SCHOOL OPERATING REVENUE

($ 000)

1971

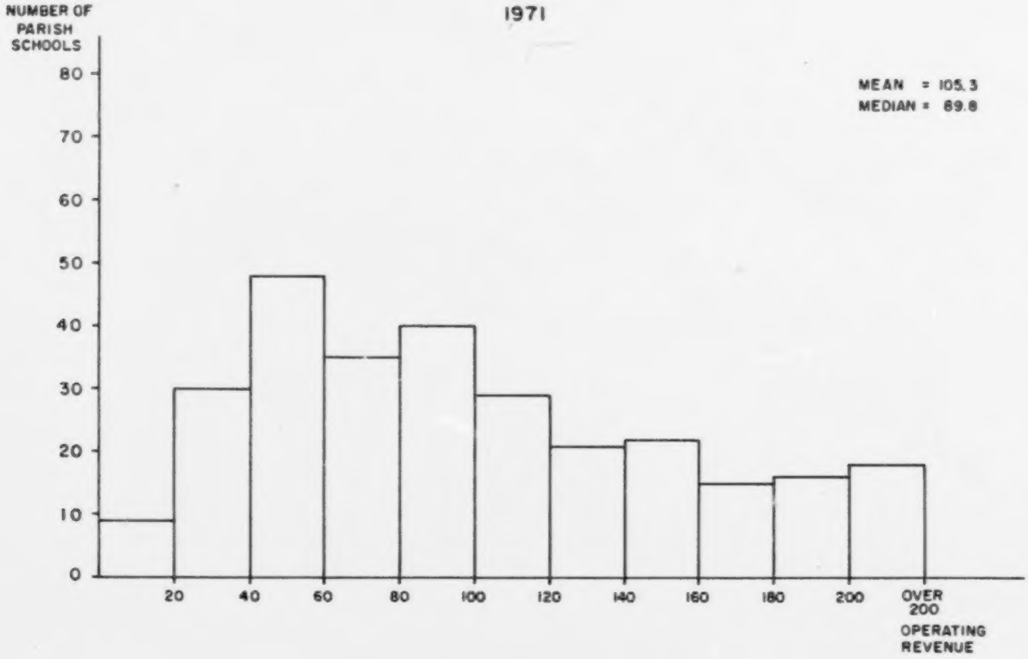

Chart 2-42

ARCHDIOCESE OF PHILADELPHIA

DISTRIBUTION OF PARISH ELEMENTARY SCHOOL OPERATING REVENUE

($ 000)

1970

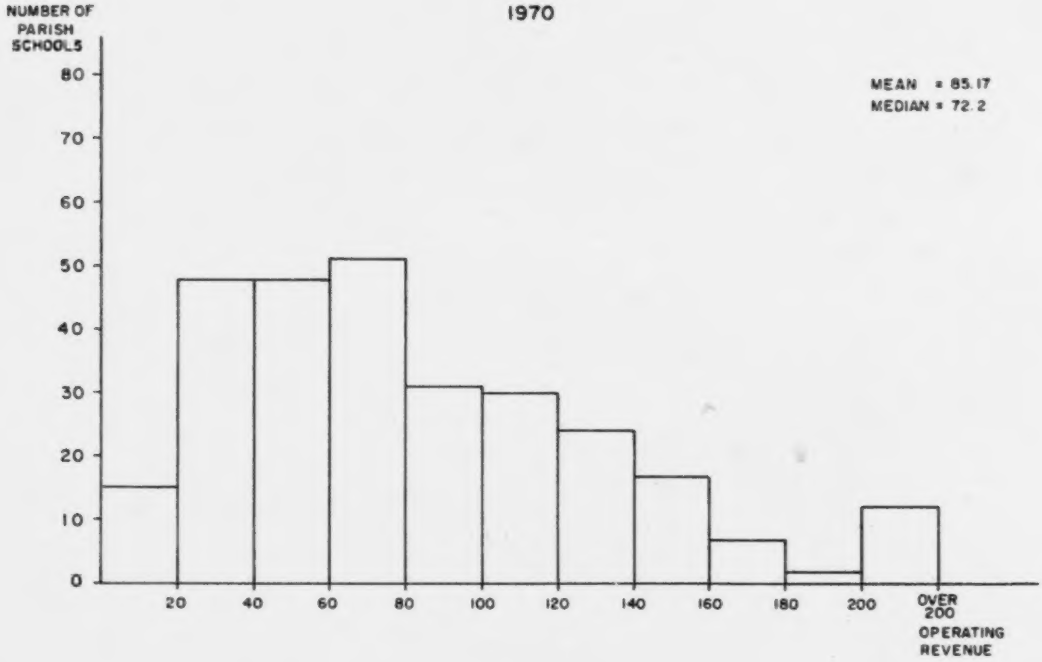

Chart 2-43
ARCHDIOCESE OF PHILADELPHIA

DISTRIBUTION OF PARISHES BY NUMBER OF LAY TEACHERS

(ACTUAL NUMBER)

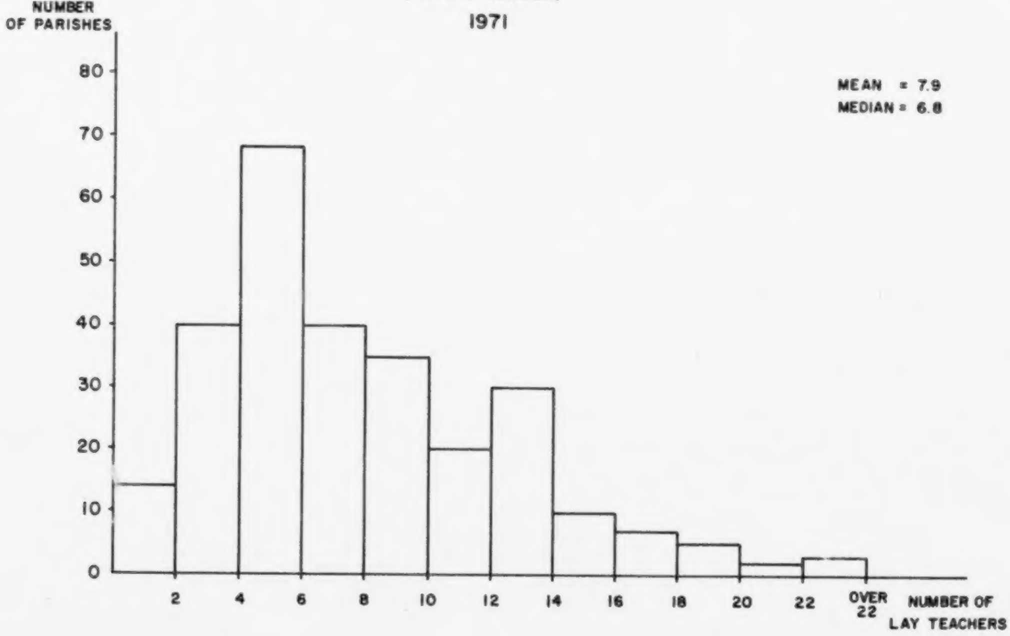

Chart 2-44
ARCHDIOCESE OF PHILADELPHIA

DISTRIBUTION OF PARISHES BY NUMBER OF LAY TEACHERS

(ACTUAL NUMBER)

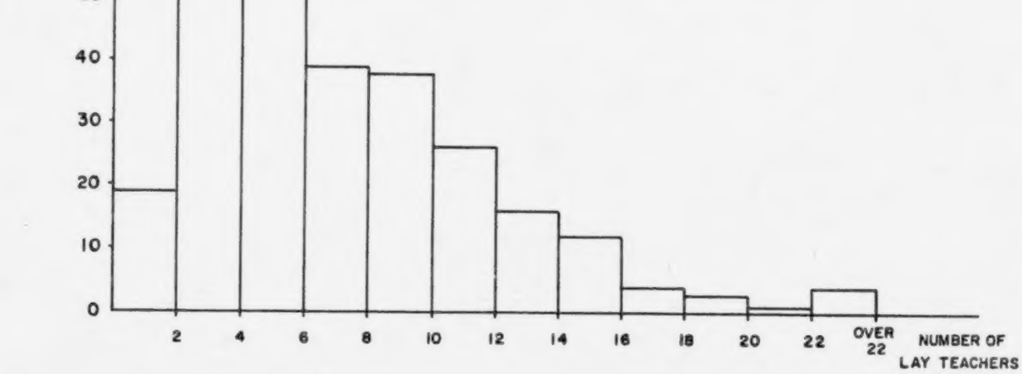

Chart 2-45

ARCHDIOCESE OF PHILADELPHIA

DISTRIBUTION OF AVERAGE SALARY - LAY TEACHERS

(DOLLARS)

1971

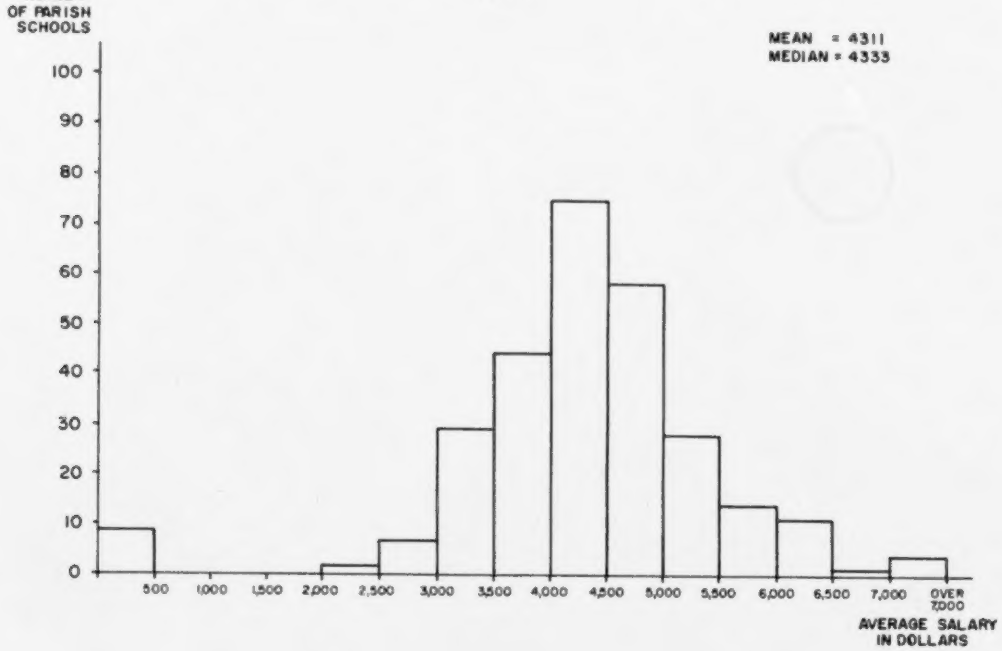

Chart 2-46

ARCHDIOCESE OF PHILADELPHIA

DISTRIBUTION OF AVERAGE SALARY - LAY TEACHERS

(DOLLARS)

1970

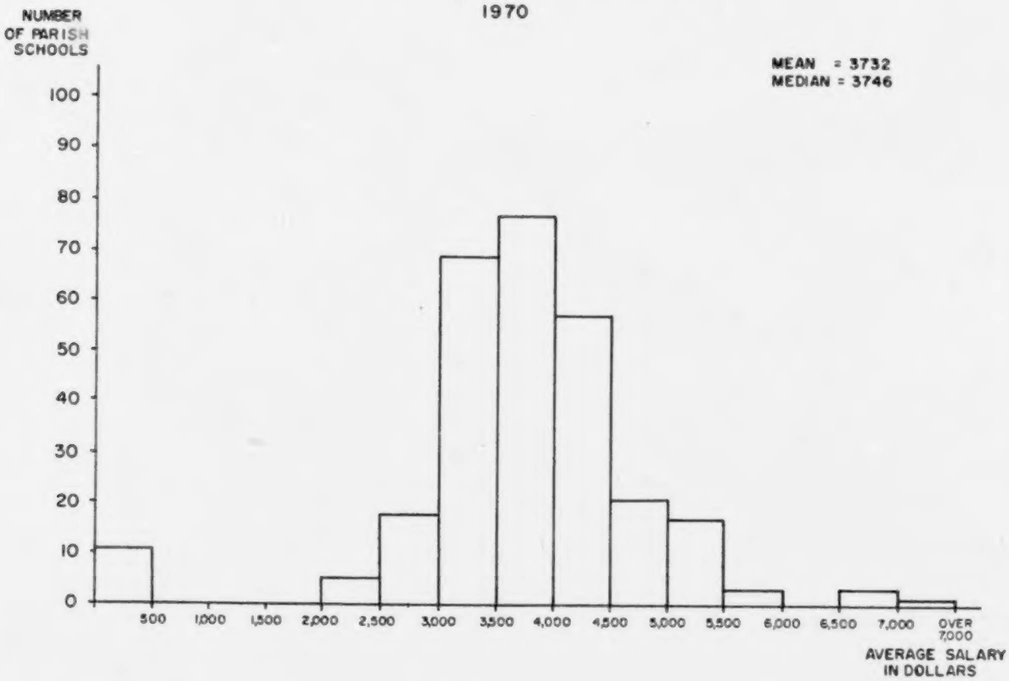

Chart 2-47

ARCHDIOCESE OF PHILADELPHIA

DISTRIBUTION OF PARISH TOTAL SALARY COSTS FOR LAY TEACHERS

($ 000)

1971

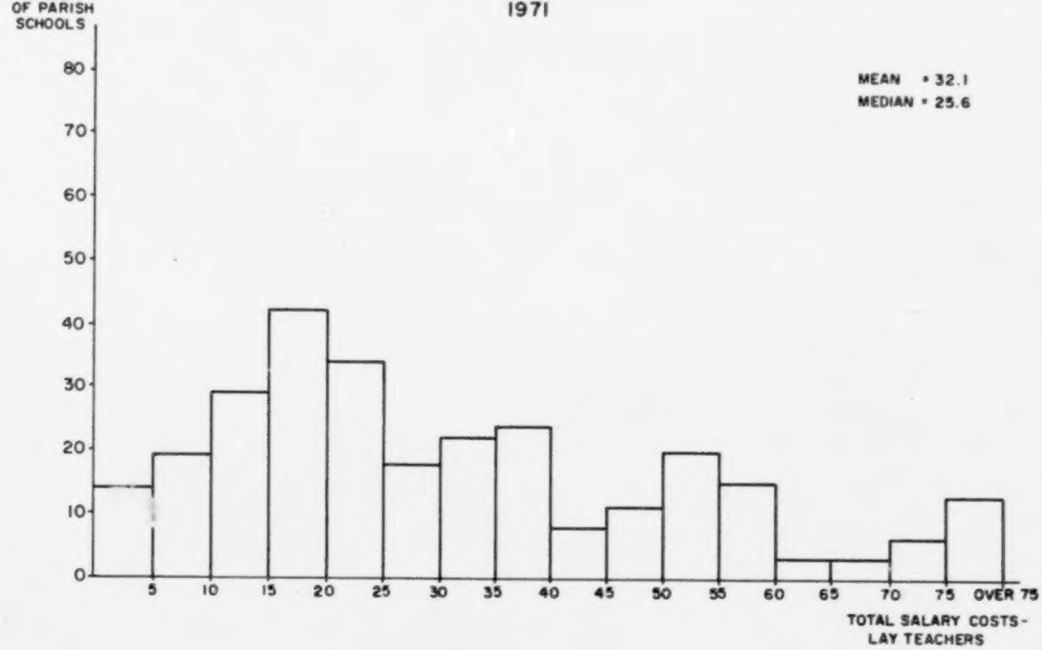

Chart 2-48

ARCHDIOCESE OF PHILADELPHIA

DISTRIBUTION OF PARISH TOTAL SALARY COSTS FOR LAY TEACHERS

($ 000)

1970

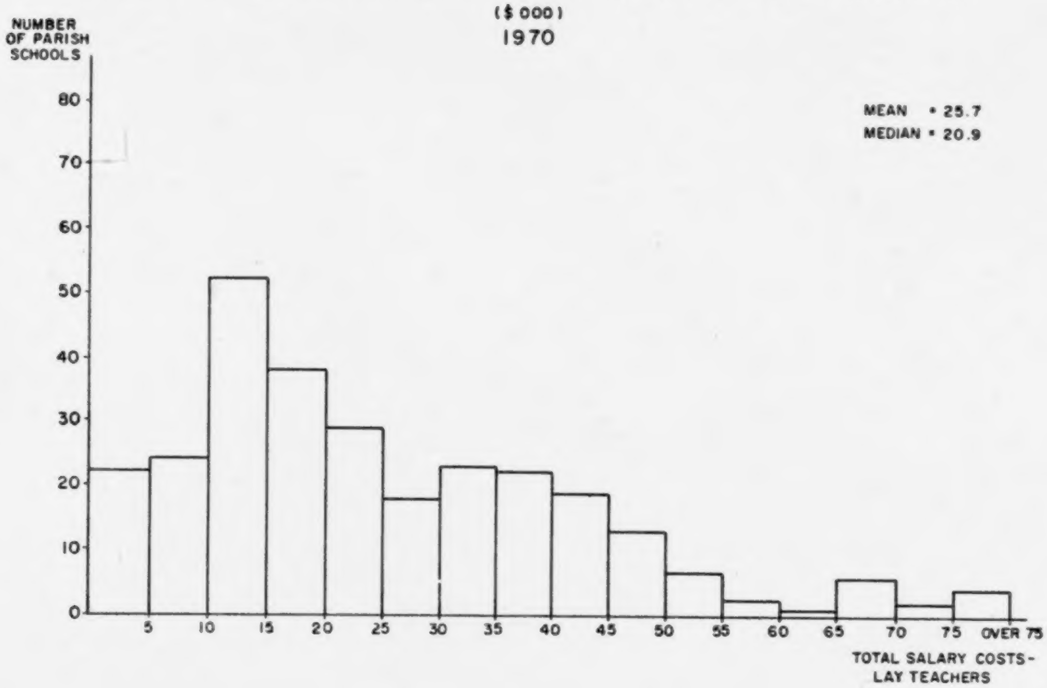

Chart 2-49

ARCHDIOCESE OF PHILADELPHIA

DISTRIBUTION OF PARISHES BY NUMBER OF RELIGIOUS TEACHERS

(ACTUAL NUMBERS)

1971

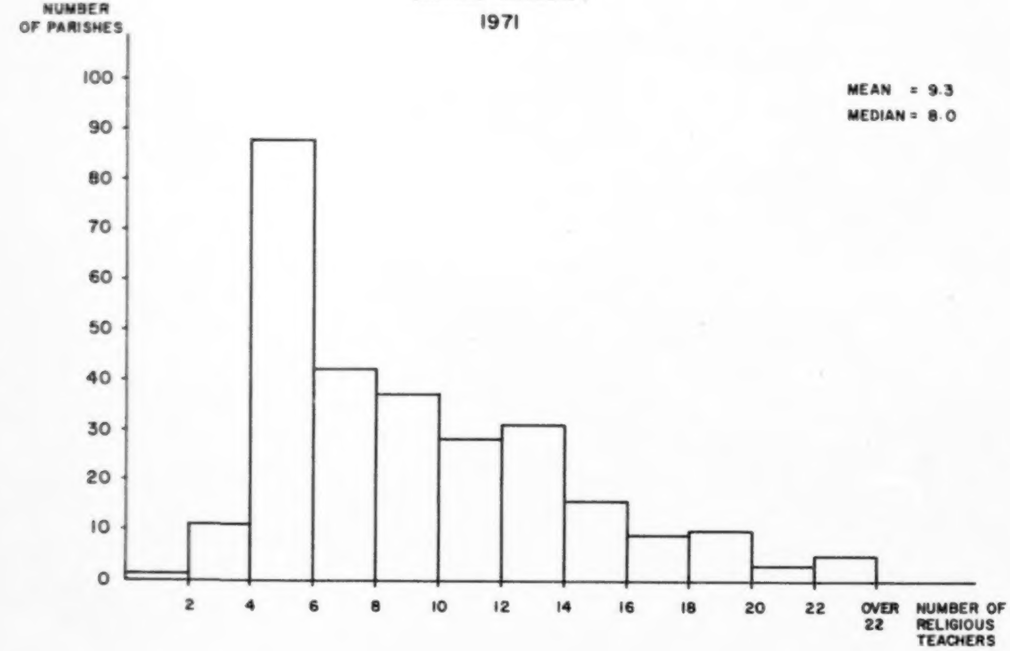

Chart 2-50

ARCHDIOCESE OF PHILADELPHIA

DISTRIBUTION OF PARISHES BY NUMBER OF RELIGIOUS TEACHERS

(ACTUAL NUMBERS)

1970

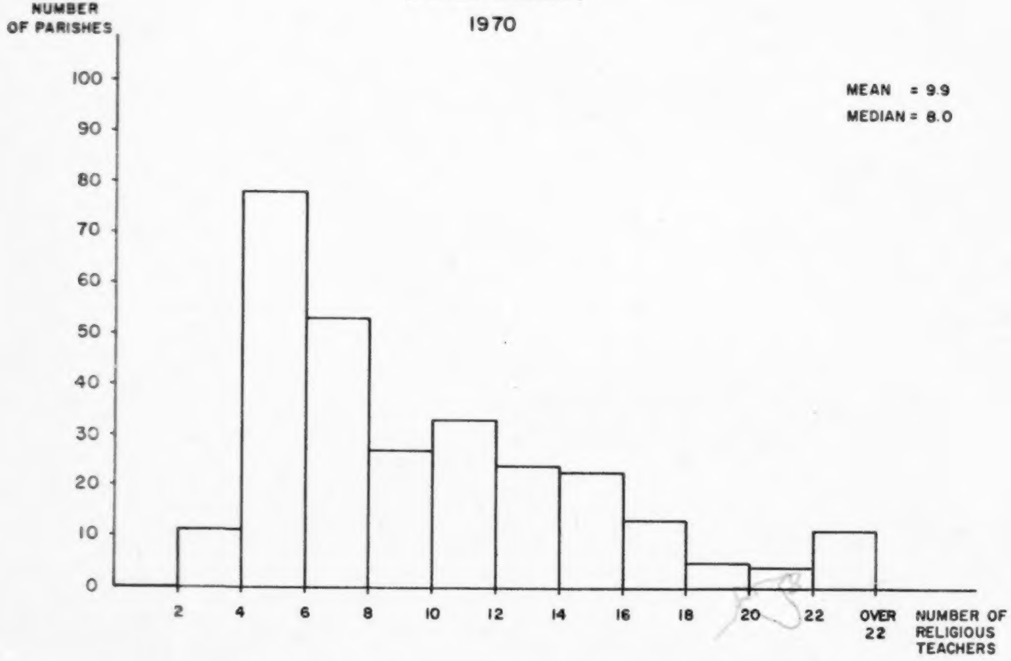

Chart 2-51

ARCHDIOCESE OF PHILADELPHIA

DISTRIBUTION OF AVERAGE SALARY- RELIGIOUS TEACHERS

(DOLLARS)

1971

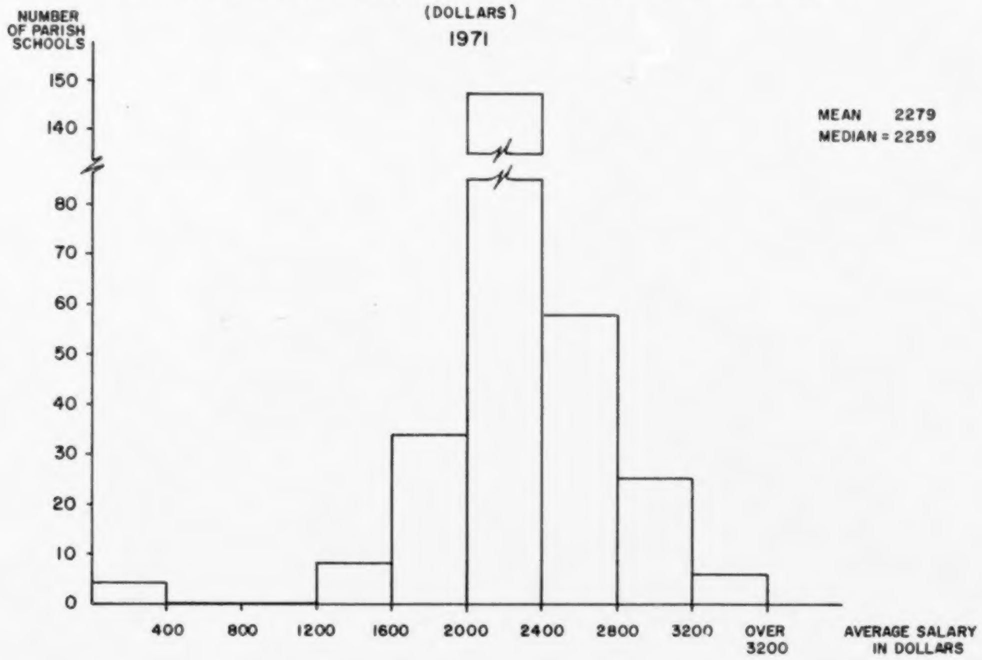

Chart 2-52

ARCHDIOCESE OF PHILADELPHIA

DISTRIBUTION OF AVERAGE SALARY - RELIGIOUS TEACHERS

(DOLLARS)

1970

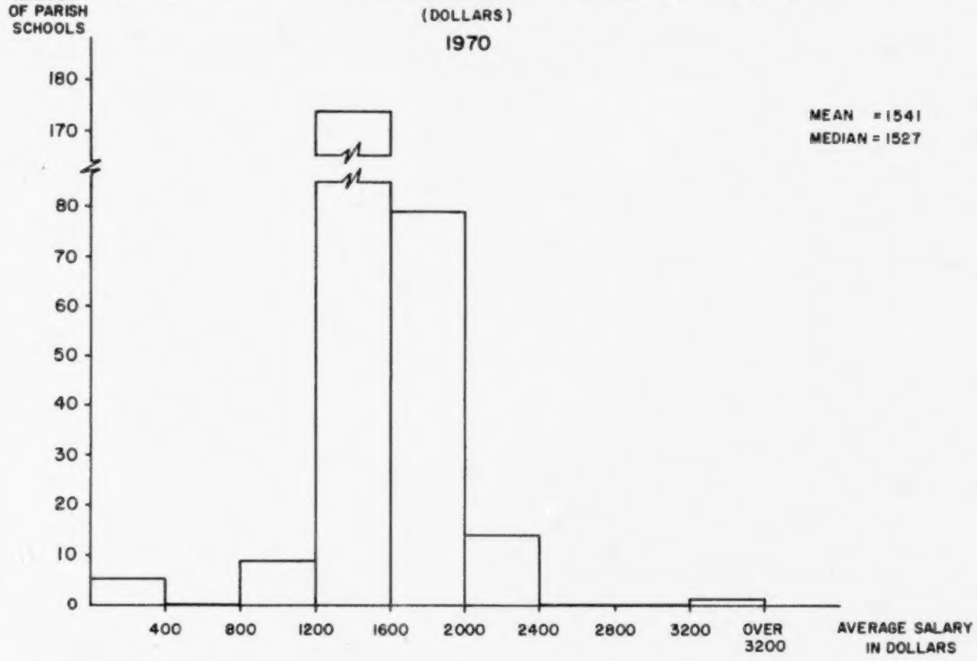

Chart 2-53

ARCHDIOCESE OF PHILADELPHIA

DISTRIBUTION OF PARISH TOTAL SALARY COSTS FOR RELIGIOUS TEACHERS

($ 000)

1971

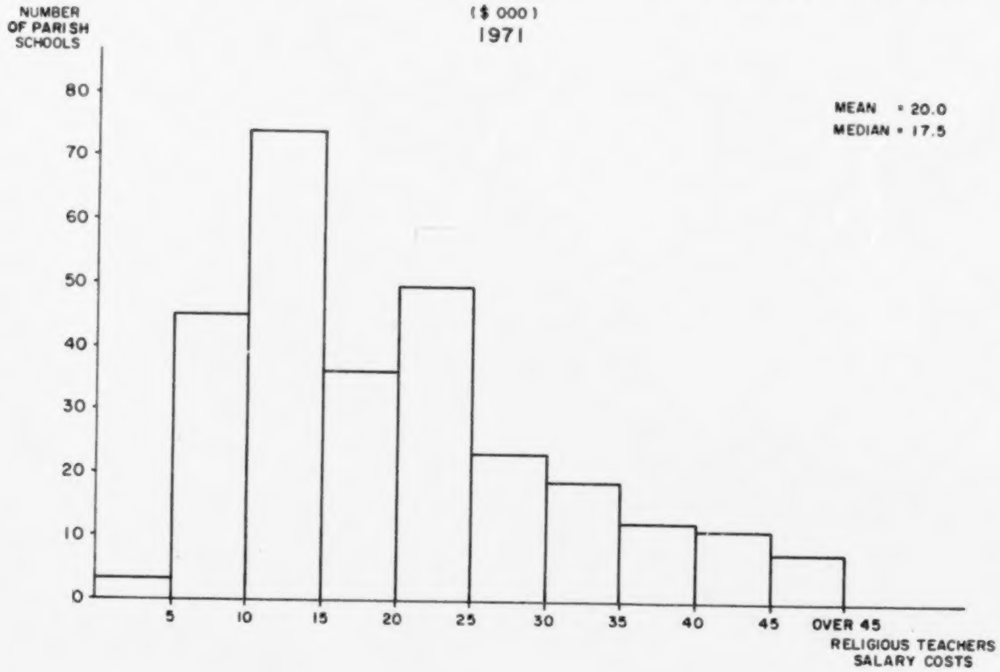

Chart 2-54

ARCHDIOCESE OF PHILADELPHIA

DISTRIBUTION OF PARISH TOTAL SALARY COSTS FOR RELIGIOUS TEACHERS

($ 000)

1970

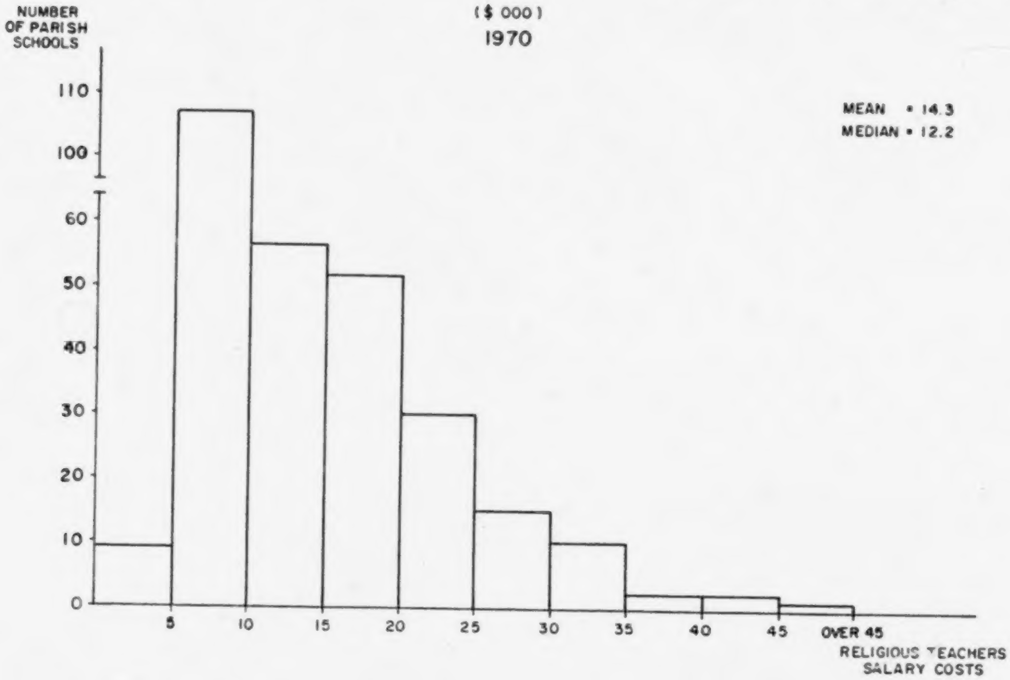

Chart 2-55

ARCHDIOCESE OF PHILADELPHIA

DISTRIBUTION OF PARISH ELEMENTARY SCHOOL TOTAL SPENDING

($ 000)

1971

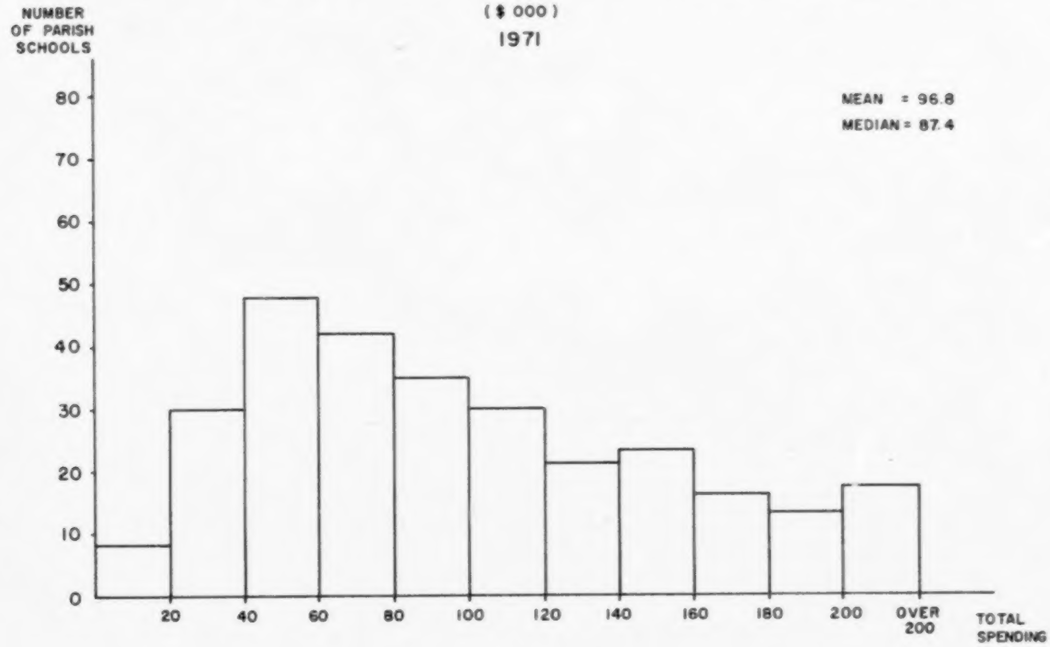

Chart 2-56

ARCHDIOCESE OF PHILADELPHIA

DISTRIBUTION OF PARISH ELEMENTARY SCHOOL TOTAL SPENDING

($ 000)

1970

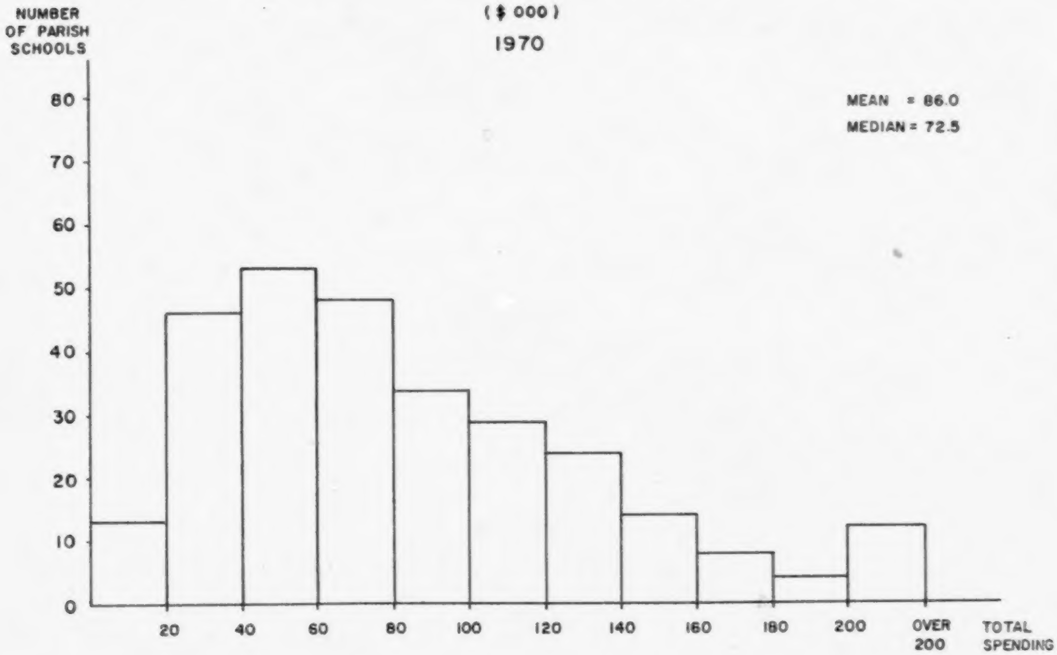

Chart 2-57

ARCHDIOCESE OF PHILADELPHIA

DISTRIBUTION OF PARISH ELEMENTARY SCHOOL OPERATIONAL SURPLUS OR DEFICIT

($000)

1971

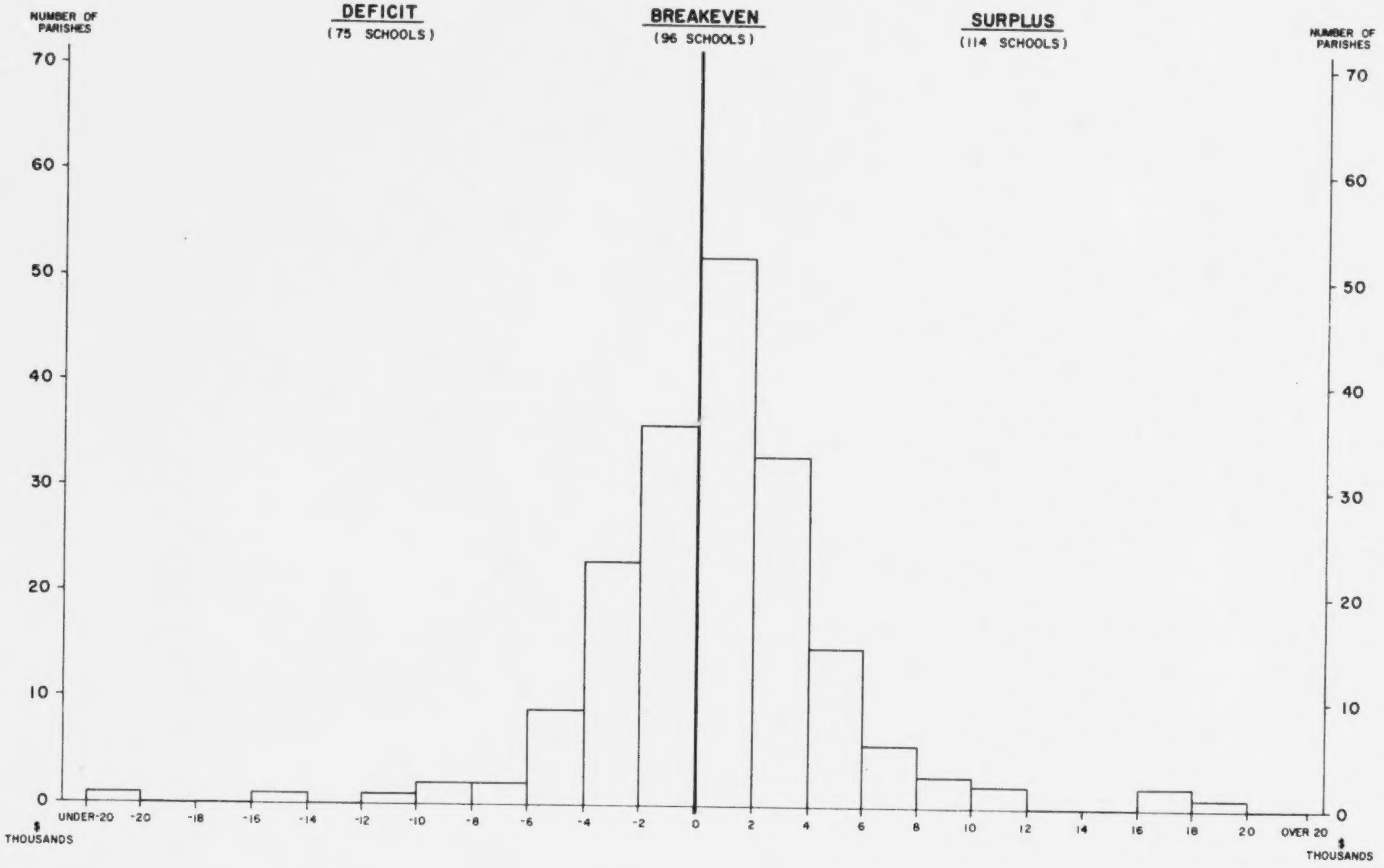

Chart 2-58

ARCHDIOCESE OF PHILADELPHIA

DISTRIBUTION OF PARISH ELEMENTARY SCHOOL OPERATIONAL SURPLUS OR DEFICIT

($000)
1970

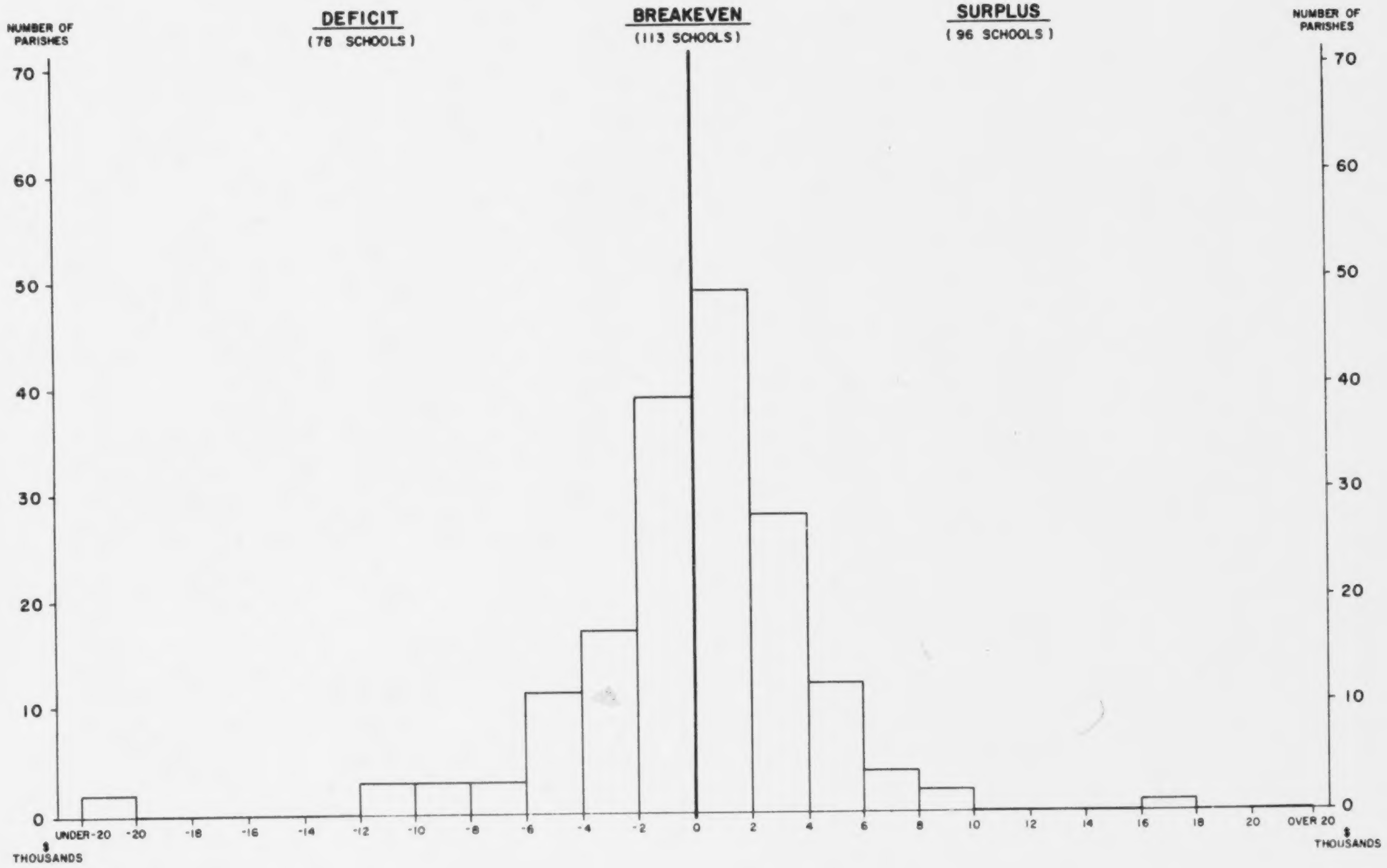

Table 2-25

ARCHDIOCESE OF PHILADELPHIA ANNUAL FINANCIAL REPORT

1970 TOTAL DIOCESAN SECONDARY SCHOOLS

(000 OMITTED)

	SECONDARY SCHOOLS	
	Amount	Percent
RECEIPTS:		
Parish Subsidy—Current		
Parish Subsidy—Debt Principal		
Diocesan Subsidy		
Student Fee—General	$ 5800	32.37
Student Fee—Special	42	.23
Tuition	7471	41.70
State Educational Aid	662	3.69
Transportation	4	.02
Other Receipts	3936	21.99
Total Receipts	17915	100.00
EXPENDITURES:		
Administration:		
Salaries of Educational Administration	623	
Salaries of Business Administration		
Other Administrative Expenses	240	
Total Administration	1131	6.04
Instruction:		
Salaries of Principals		
Salaries of Lay Faculty	5862	
Salaries of Religious Faculty	2346	
Faculty Residence Expense	321	
Other Instructional Expenses	233	
Total Instructional Expenses	10529	56.25
Transportation	34	.18
Operation of Plant & Maintenance:		
Salaries	814	
Other O. & M.	1313	
Total O. & M.	2280	12.18
Fixed Charges	296	1.58
Capital Outlay:		
Capital Outlay—Buildings		
Other Capital Outlay		
Total Capital Outlay	986	5.27
Debt Service		
Miscellaneous	3463	18.50
Total Expenditures	$18719	100.00
Excess (Deficit) Receipts Over Expenditures	$(804)	
Cost Per Student	$ 332	

Table 2-26

ARCHDIOCESE OF PHILADELPHIA ANNUAL FINANCIAL REPORT

1970 BUCKS COUNTY DIOCESAN SECONDARY SCHOOLS

(000 OMITTED)

	SECONDARY SCHOOLS	
	Amount	Percent
RECEIPTS:		
Parish Subsidy—Current		
Parish Subsidy—Debt Principal		
Diocesan Subsidy		
Student Fee—General	$ 565	28.87
Student Fee—Special	1	.05
Tuition	780	39.86
State Educational Aid	68	3.47
Transportation	3	.15
Other Receipts	540	27.60
Total Receipts	1957	100.00
EXPENDITURES:		
Administration:		
Salaries of Educational Administration	63	
Salaries of Business Administration		
Other Administrative Expenses	26	
Total Administration	105	5.37
Instruction:		
Salaries of Principals		
Salaries of Lay Faculty	605	
Salaries of Religious Faculty	195	
Faculty Residence Expense	47	
Other Instructional Expenses	28	
Total Instructional Expenses	1061	54.27
Transportation	10	.51
Operation of Plant & Maintenance:		
Salaries	76	
Other O. & M.	120	
Total O. & M.	212	10.84
Fixed Charges	31	1.59
Capital Outlay:		
Capital Outlay—Buildings		
Other Capital Outlay		
Total Capital Outlay	62	3.17
Debt Service		
Miscellaneous	474	24.25
Total Expenditures	$ 1955	100.00
Excess (Deficit) Receipts Over Expenditures	$ 2	
Cost Per Student	$ 361	

Table 2-27

ARCHDIOCESE OF PHILADELPHIA
ANNUAL FINANCIAL REPORT
1970 CHESTER COUNTY DIOCESAN SECONDARY SCHOOLS
(000 OMITTED)

	SECONDARY SCHOOLS	
	Amount	**Percent**
RECEIPTS:		
Parish Subsidy—Current		
Parish Subsidy—Debt Principal		
Diocesan Subsidy		
Student Fee—General	$ 58	25.33
Student Fee—Special		
Tuition	87	37.99
State Educational Aid	13	5.68
Transportation		
Other Receipts	71	31.00
Total Receipts	229	100.00
EXPENDITURES:		
Administration:		
Salaries of Educational Administration Salaries of Business Administration	15	
Other Administrative Expenses	4	
Total Administration	23	7.80
Instruction:		
Salaries of Principals		
Salaries of Lay Faculty	106	
Salaries of Religious Faculty	22	
Faculty Residence Expense		
Other Instructional Expenses	5	
Total Instructional Expenses	148	50.17
Transportation		
Operation of Plant & Maintenance:		
Salaries	14	
Other O. & M.	22	
Total O. & M.	38	12.88
Fixed Charges	6	2.03
Capital Outlay:		
Capital Outlay—Buildings		
Other Capital Outlay		
Total Capital Outlay	10	3.39
Debt Service		
Miscellaneous	70	23.73
Total Expenditures	$ 295	100.00
Excess (Deficit) Receipts Over Expenditures	$ (66)	
Cost Per Student	$ 504	

Table 2-28

ARCHDIOCESE OF PHILADELPHIA
ANNUAL FINANCIAL REPORT
1970 DELAWARE COUNTY DIOCESAN SECONDARY SCHOOLS
(000 OMITTED)

	SECONDARY SCHOOLS	
	Amount	**Percent**
RECEIPTS:		
Parish Subsidy—Current		
Parish Subsidy—Debt Principal		
Diocesan Subsidy		
Student Fee—General	$ 1188	30.52
Student Fee—Special	1	.03
Tuition	1650	42.38
State Educational Aid	161	4.14
Transportation	1	.03
Other Receipts	892	22.90
Total Receipts	3893	100.00
EXPENDITURES:		
Administration:		
Salaries of Educational Administration Salaries of Business Administration	133	
Other Administrative Expenses	56	
Total Administration	260	5.98
Instruction:		
Salaries of Principals		
Salaries of Lay Faculty	1463	
Salaries of Religious Faculty	467	
Faculty Residence Expense	83	
Other Instructional Expenses	34	
Total Instructional Expenses	2438	56.07
Transportation	16	.37
Operation of Plant & Maintenance:		
Salaries	227	
Other O. & M.	341	
Total O. & M.	589	13.55
Fixed Charges	69	1.59
Capital Outlay:		
Capital Outlay—Buildings		
Other Capital Outlay		
Total Capital Outlay	195	4.48
Debt Service		
Miscellaneous	781	17.96
Total Expenditures	$ 4348	100.00
Excess (Deficit) Receipts Over Expenditures	$(455)	
Cost Per Student	$ 385	

Table 2-29

ARCHDIOCESE OF PHILADELPHIA
ANNUAL FINANCIAL REPORT
1970 MONTGOMERY COUNTY DIOCESAN SECONDARY SCHOOLS
(000 OMITTED)

	SECONDARY SCHOOLS Amount	SECONDARY SCHOOLS Percent
RECEIPTS:		
Parish Subsidy—Current		
Parish Subsidy—Debt Principal		
Diocesan Subsidy		
Student Fee—General	$ 532	28.63
Student Fee—Special	8	.43
Tuition	705	37.95
State Educational Aid	69	3.71
Transportation		
Other Receipts	544	29.28
Total Receipts	1858	100.00
EXPENDITURES:		
Administration:		
Salaries of Educational Administration	70	
Salaries of Business Administration		
Other Administrative Expenses	25	
Total Administration	136	6.97
Instruction:		
Salaries of Principals		
Salaries of Lay Faculty	546	
Salaries of Religious Faculty	210	
Faculty Residence Expense	19	
Other Instructional Expenses	38	
Total Instructional Expenses	968	49.59
Transportation	1	.05
Operation of Plant & Maintenance:		
Salaries	72	
Other O. & M.	123	
Total O. & M.	220	11.27
Fixed Charges	31	1.59
Capital Outlay:		
Capital Outlay—Buildings		
Other Capital Outlay		
Total Capital Outlay	99	5.07
Debt Service		
Miscellaneous	497	25.46
Total Expenditures	$ 1952	100.00
Excess (Deficit) Receipts Over Expenditures	$ (94)	
Cost Per Student	$ 370	

Table 2-30

ARCHDIOCESE OF PHILADELPHIA
ANNUAL FINANCIAL REPORT
1970 PHILADELPHIA COUNTY DIOCESAN SECONDARY SCHOOLS
(000 OMITTED)

	SECONDARY SCHOOLS Amount	SECONDARY SCHOOLS Percent
RECEIPTS:		
Parish Subsidy—Current		
Parish Subsidy—Debt Principal		
Diocesan Subsidy		
Student Fee—General	$ 3459	34.67
Student Fee—Special	31	.31
Tuition	4250	42.59
State Educational Aid	349	3.50
Transportation		
Other Receipts	1889	18.93
Total Receipts	9978	100.00
EXPENDITURES:		
Administration:		
Salaries of Educational Administration	342	
Salaries of Business Administration		
Other Administrative Expenses	129	
Total Administration	607	5.97
Instruction:		
Salaries of Principals		
Salaries of Lay Faculty	3142	
Salaries of Religious Faculty	1452	
Faculty Residence Expense	172	
Other Instructional Expenses	128	
Total Instructional Expenses	5914	58.15
Transportation	7	.07
Operation of Plant & Maintenance:		
Salaries	425	
Other O. & M.	707	
Total O. & M.	1221	12.01
Fixed Charges	159	1.56
Capital Outlay:		
Capital Outlay—Buildings		
Other Capital Outlay		
Total Capital Outlay	620	6.10
Debt Service		
Miscellaneous	1641	16.14
Total Expenditures	$10169	100.00
Excess (Deficit) Receipts Over Expenditures	$(191)	
Cost Per Student	$ 301	

CHART 2-59 FLOW OF FUNDS SCHEMATIC

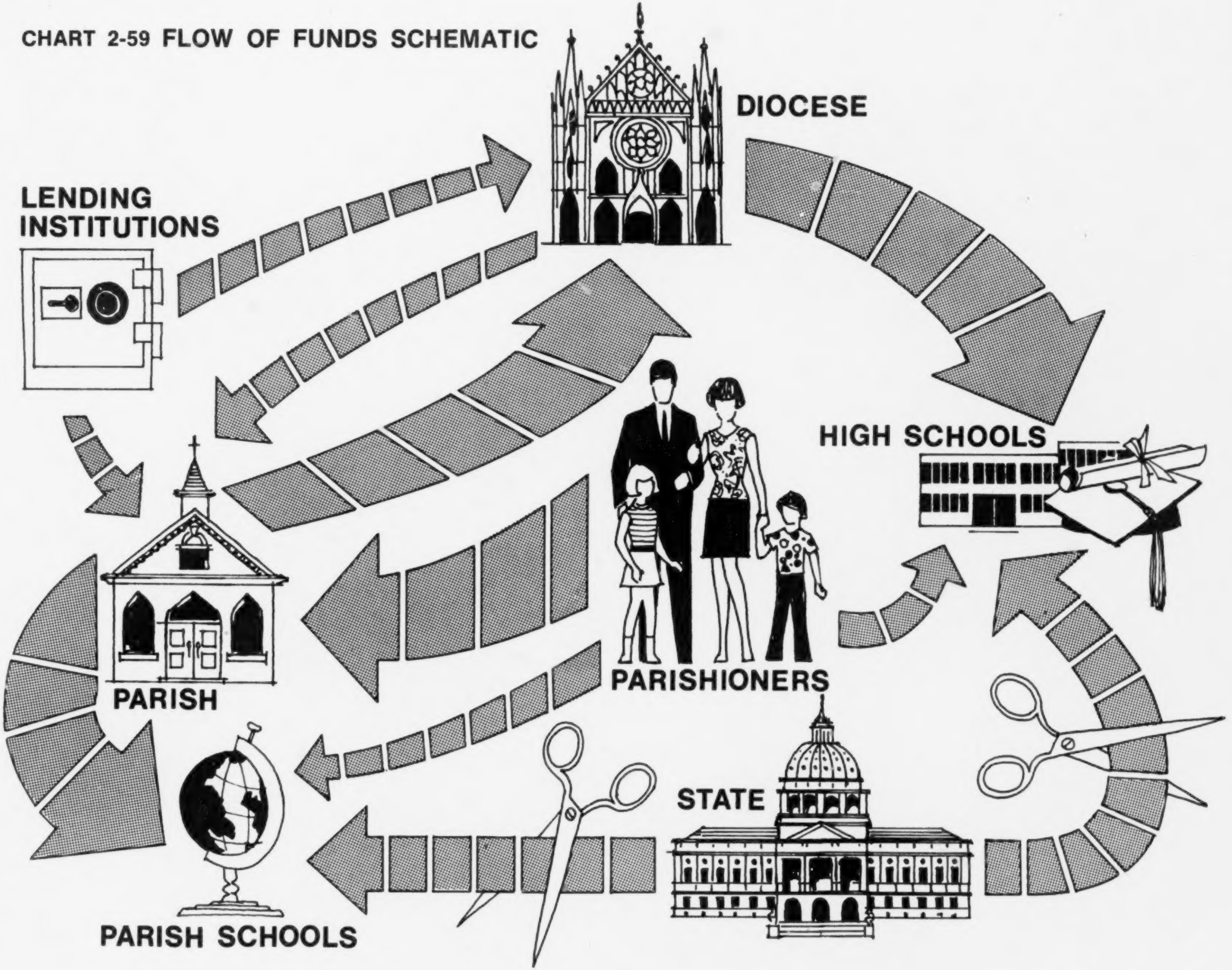
DIOCESE
LENDING INSTITUTIONS
HIGH SCHOOLS
PARISHIONERS
PARISH
STATE
PARISH SCHOOLS

Table 2-31

ARCHDIOCESE OF PHILADELPHIA
ANNUAL FINANCIAL REPORT

1970 TOTAL CATHOLIC PARISH ELEMENTARY AND DIOCESAN SECONDARY SCHOOLS
(000 OMITTED)

	ELEMENTARY SCHOOLS		SECONDARY SCHOOLS		TOTAL SCHOOLS	
	Amount	Percent	Amount	Percent	Amount	Percent
RECEIPTS:						
Parish Subsidy—Current	$18529	76.44			$18529	43.95
Parish Subsidy—Debt Principal	448	1.85			448	1.06
Diocesan Subsidy	68	.28			68	.16
Student Fee—General	2002	8.26	$ 5800	32.37	7802	18.51
Student Fee—Special	338	1.39	42	.23	380	.90
Tuition			7471	41.70	7471	17.72
State Educational Aid			662	3.69	662	1.57
Transportation	621	2.56	4	.02	665	1.48
Other Receipts	2235	9.22	3936	21.99	6171	14.65
Total Receipts	24241	100.00	17915	100.00	42156	100.00
EXPENDITURES:						
Administration:						
Salaries of Educational Administration	118	.48	623		817	
Salaries of Business Administration	76	.31				
Other Administrative Expenses	209	.86	240		449	
Total Administration	403	1.65	1131	6.04	1534	3.55
Instruction:						
Salaries of Principals	113	.46			113	
Salaries of Lay Faculty	7149	29.26	5862		13011	
Salaries of Religious Faculty	3920	16.04	2346		6266	
Faculty Residence Expense	764	3.13	321		1085	
Other Instructional Expenses	2135	8.74	233		2368	
Total Instructional Expenses	14081	57.63	10529	56.25	24610	57.03
Transportation	985	4.03	34	.18	1019	2.36
Operation of Plant & Maintenance:						
Salaries	1364	5.58	814		2178	
Other O. & M.	3162	12.94	1313		4475	
Total O. & M.	4526	18.52	2280	12.18	6806	15.77
Fixed Charges	951	3.89	296	1.58	1247	2.89
Capital Outlay:						
Capital Outlay—Buildings	1950	7.98			1950	
Other Capital Outlay	507	2.07			507	
Total Capital Outlay	2457	10.06	986	5.27	3443	7.98
Debt Service	193	.79			193	.45
Miscellaneous	838	3.43	3463	18.50	4301	9.97
Total Expenditures	$24434	100.00	$18719	100.00	$43153	100.00
Excess (Deficit) Receipts Over Expenditures	$(193)		$(804)		$(997)	
Cost Per Student	$ 134		$ 332		$ 181	

Table 2-32
ARCHDIOCESE OF PHILADELPHIA
ANNUAL FINANCIAL REPORT
1970 BUCKS COUNTY CATHOLIC PARISH ELEMENTARY AND DIOCESAN SECONDARY SCHOOLS
(000 OMITTED)

	ELEMENTARY SCHOOLS		SECONDARY SCHOOLS		TOTAL SCHOOLS	
	Amount	Percent	Amount	Percent	Amount	Percent
RECEIPTS:						
Parish Subsidy—Current	$ 1701	70.61			$ 1701	38.96
Parish Subsidy—Debt Principal	158	6.56			158	3.62
Diocesan Subsidy						
Student Fee—General	178	7.39	$ 565	28.87	743	17.02
Student Fee—Special	56	2.32	1	.05	57	1.30
Tuition			780	39.86	780	17.86
State Educational Aid			68	3.47	68	1.56
Transportation	61	2.53	3	.15	64	1.47
Other Receipts	255	10.59	540	27.60	795	18.21
Total Receipts	2409	100.00	1957	100.00	4366	100.00
EXPENDITURES:						
Administration:						
Salaries of Educational Administration	11	.46	63		87	
Salaries of Business Administration	13	.54				
Other Administrative Expenses	9	.37	26		35	
Total Administration	33	1.37	105	5.37	138	3.16
Instruction:						
Salaries of Principals	10	.41			10	
Salaries of Lay Faculty	738	30.60	605		1343	
Salaries of Religious Faculty	342	14.18	195		537	
Faculty Residence Expense	70	2.90	47		117	
Other Instructional Expenses	280	11.61	28		308	
Total Instructional Expenses	1440	59.70	1061	54.27	2501	57.27
Transportation	116	4.81	10	.51	126	2.89
Operation of Plant & Maintenance:						
Salaries	134	5.56	76		210	
Other O. & M.	291	12.06	120		411	
Total O. & M.	425	17.62	212	10.84	637	14.59
Fixed Charges	116	4.81	31	1.59	147	3.37
Capital Outlay:						
Capital Outlay—Buildings	120	4.98			120	
Other Capital Outlay	47	1.95			47	
Total Capital Outlay	167	6.92	62	3.17	229	5.24
Debt Service	39	1.62			39	.89
Miscellaneous	76	3.15	474	24.25	550	12.59
Total Expenditures	$ 2412	100.00	$ 1955	100.00	$ 4367	100.00
Excess (Deficit) Receipts Over Expenditures	$ (3)		$ 2		$ (1)	
Cost Per Student	$ 134		$ 361		$ 186	

Table 2-33
ARCHDIOCESE OF PHILADELPHIA
ANNUAL FINANCIAL REPORT
1970 CHESTER COUNTY CATHOLIC PARISH ELEMENTARY AND DIOCESAN SECONDARY SCHOOLS
(000 OMITTED)

	ELEMENTARY SCHOOLS		SECONDARY SCHOOLS		TOTAL SCHOOLS	
	Amount	Percent	Amount	Percent	Amount	Percent
RECEIPTS:						
Parish Subsidy—Current	$ 834	78.31			$ 834	64.45
Parish Subsidy—Debt Principal						
Diocesan Subsidy						
Student Fee—General	47	4.41	$ 58	25.33	105	8.11
Student Fee—Special	37	3.48			37	2.86
Tuition			87	37.99	87	6.72
State Educational Aid			13	5.68	13	1.01
Transportation	46	4.32			46	3.56
Other Receipts	101	9.48	71	31.00	172	13.29
Total Receipts	1065	100.00	229	100.00	1294	100.00
EXPENDITURES:						
Administration:						
Salaries of Educational Administration	7	.66	15		23	
Salaries of Business Administration	1	.09				
Other Administrative Expenses	2	.19	4		6	
Total Administration	10	.94	23	7.80	33	2.44
Instruction:						
Salaries of Principals	9	.85			9	
Salaries of Lay Faculty	324	30.59	106		430	
Salaries of Religious Faculty	168	15.86	22		190	
Faculty Residence Expense	29	2.74			29	
Other Instructional Expenses	77	7.27	5		82	
Total Instructional Expenses	607	57.32	148	50.17	755	55.76
Transportation	107	10.10			107	7.90
Operation of Plant & Maintenance:						
Salaries	52	4.91	14		66	
Other O. & M.	174	16.43	22		196	
Total O. & M.	226	21.34	38	12.88	264	19.50
Fixed Charges	41	3.87	6	2.03	47	3.47
Capital Outlay:						
Capital Outlay—Buildings	35	3.31			35	
Other Capital Outlay	9	.85			9	
Total Capital Outlay	44	4.16	10	3.39	54	3.99
Debt Service						
Miscellaneous	24	2.27	70	23.73	94	6.94
Total Expenditures	$ 1059	100.00	$ 295	100.00	$ 1354	100.00
Excess (Deficit) Receipts Over Expenditures	$ 6		$ (66)		$ (60)	
Cost Per Student	$ 172		$ 504		$ 201	

Table 2-34
ARCHDIOCESE OF PHILADELPHIA
ANNUAL FINANCIAL REPORT
1970 DELAWARE COUNTY CATHOLIC PARISH ELEMENTARY AND DIOCESAN SECONDARY SCHOOLS
(000 OMITTED)

	ELEMENTARY SCHOOLS		SECONDARY SCHOOLS		TOTAL SCHOOLS	
	Amount	Percent	Amount	Percent	Amount	Percent
RECEIPTS:						
Parish Subsidy—Current	$ 3647	80.40			$ 3647	43.27
Parish Subsidy—Debt Principal	38	.84			38	.45
Diocesan Subsidy						
Student Fee—General	284	6.26	$ 1188	30.52	1472	17.46
Student Fee—Special	41	.90	1	.03	42	.50
Tuition			1650	42.38	1650	19.58
State Educational Aid			161	4.14	161	1.91
Transportation	98	2.16	1	.03	99	1.17
Other Receipts	428	9.44	892	22.90	1320	15.66
Total Receipts	4536	100.00	3893	100.00	8429	100.00
EXPENDITURES:						
Administration:						
Salaries of Educational Administration	25	.55	133		176	
Salaries of Business Administration	18	.39				
Other Administrative Expenses	19	.42	56		75	
Total Administration	62	1.36	260	5.98	322	3.61
Instruction:						
Salaries of Principals	28	.61			28	
Salaries of Lay Faculty	1339	29.29	1463		2802	
Salaries of Religious Faculty	717	15.69	467		1184	
Faculty Residence Expense	149	3.26	83		232	
Other Instructional Expenses	464	10.15	34		498	
Total Instructional Expenses	2697	59.00	2438	56.07	5135	57.57
Transportation	164	3.59	16	.37	180	2.02
Operation of Plant & Maintenance:						
Salaries	252	5.51	227		479	
Other O. & M.	609	13.32	341		950	
Total O. & M.	861	18.84	589	13.55	1450	16.26
Fixed Charges	184	4.02	69	1.59	253	2.84
Capital Outlay:						
Capital Outlay—Buildings	257	5.62			257	
Other Capital Outlay	104	2.28			104	
Total Capital Outlay	361	7.90	195	4.48	556	6.23
Debt Service	39	.85			39	.44
Miscellaneous	203	4.44	781	17.96	984	11.03
Total Expenditures	$ 4571	100.00	$ 4348	100.00	$ 8919	100.00
Excess (Deficit) Receipts Over Expenditures	$ (35)		$(455)		$(490)	
Cost Per Student	$ 136		$ 385		$ 198	

Table 2-35

ARCHDIOCESE OF PHILADELPHIA

ANNUAL FINANCIAL REPORT

1970 MONTGOMERY COUNTY CATHOLIC PARISH ELEMENTARY AND DIOCESAN SECONDARY SCHOOLS

(000 OMITTED)

	ELEMENTARY SCHOOLS		SECONDARY SCHOOLS		TOTAL SCHOOLS	
	Amount	Percent	Amount	Percent	Amount	Percent
RECEIPTS:						
Parish Subsidy—Current	$ 3361	77.50			$ 3361	54.25
Parish Subsidy—Debt Principal	31	.71			31	.50
Diocesan Subsidy						
Student Fee—General	338	7.79	$ 532	28.63	870	14.04
Student Fee—Special	25	.58	8	.43	33	.53
Tuition			705	37.95	705	11.38
State Educational Aid			69	3.71	69	1.12
Transportation	223	5.14			223	3.60
Other Receipts	359	8.28	544	29.28	903	14.58
Total Receipts	4337	100.00	1858	100.00	6195	100.00
EXPENDITURES:						
Administration:						
Salaries of Educational Administration	25	.58	70		108	
Salaries of Business Administration	13	.30				
Other Administrative Expenses	31	.72	25		56	
Total Administration	69	1.59	136	6.97	205	3.26
Instruction:						
Salaries of Principals	20	.46			20	
Salaries of Lay Faculty	1249	28.84	546		1795	
Salaries of Religious Faculty	514	11.87	210		724	
Faculty Residence Expense	144	3.32	19		163	
Other Instructional Expenses	320	7.39	38		358	
Total Instructional Expenses	2247	51.88	968	49.59	3215	51.17
Transportation	340	7.85	1	.05	341	5.43
Operation of Plant & Maintenance:						
Salaries	232	5.36	72		304	
Other O. & M.	464	10.71	123		587	
Total O. & M.	696	16.07	220	11.27	916	14.58
Fixed Charges	150	3.46	31	1.59	181	2.88
Capital Outlay:						
Capital Outlay—Buildings	406	9.37			406	
Other Capital Outlay	256	5.91			256	
Total Capital Outlay	662	15.29	99	5.07	761	12.11
Debt Service	33	.76			33	.53
Miscellaneous	134	3.10	497	25.46	631	10.04
Total Expenditures	$ 4331	100.00	$ 1952	100.00	$ 6283	100.00
Excess (Deficit) Receipts Over Expenditures	$ 6		$ (94)		$ (88)	
Cost Per Student	$ 191		$ 370		$ 225	

Table 2-36

ARCHDIOCESE OF PHILADELPHIA

ANNUAL FINANCIAL REPORT

1970 PHILADELPHIA COUNTY CATHOLIC PARISH ELEMENTARY AND DIOCESAN SECONDARY SCHOOLS

(000 OMITTED)

	ELEMENTARY SCHOOLS Amount	ELEMENTARY SCHOOLS Percent	SECONDARY SCHOOLS Amount	SECONDARY SCHOOLS Percent	TOTAL SCHOOLS Amount	TOTAL SCHOOLS Percent
RECEIPTS:						
Parish Subsidy—Current	$ 8986	75.55			$ 8986	41.08
Parish Subsidy—Debt Principal	221	1.86			221	1.01
Diocesan Subsidy	68	.57			68	.31
Student Fee—General	1155	9.71	$ 3459	34.67	4614	21.10
Student Fee—Special	179	1.51	31	.31	210	.96
Tuition			4250	42.59	4250	19.43
State Educational Aid			349	3.50	349	1.60
Transportation	193	1.62			193	.88
Other Receipts	1092	9.18	1889	18.93	2981	13.63
Total Receipts	11894	100.00	9978	100.00	21872	100.00
EXPENDITURES:						
Administration:						
Salaries of Educational Administration	50	.41	342		423	
Salaries of Business Administration	31	.26				
Other Administrative Expenses	148	1.23	129		277	
Total Administration	229	1.90	607	5.97	836	3.76
Instruction:						
Salaries of Principals	46	.38			46	
Salaries of Lay Faculty	3499	29.01	3142		6641	
Salaries of Religious Faculty	2179	18.07	1452		3631	
Faculty Residence Expense	372	3.08	172		544	
Other Instructional Expenses	994	8.24	128		1122	
Total Instructional Expenses	7090	58.78	5914	58.15	13004	58.50
Transportation	258	2.14	7	.07	265	1.19
Operation of Plant & Maintenance:						
Salaries	694	5.75	425		1119	
Other O. & M.	1624	13.46	707		2331	
Total O. & M.	2318	19.22	1221	12.01	3539	15.92
Fixed Charges	460	3.81	159	1.56	619	2.78
Capital Outlay:						
Capital Outlay—Buildings	1132	9.39			1132	
Other Capital Outlay	91	.75			91	
Total Capital Outlay	1223	10.14	620	6.10	1843	8.29
Debt Service	82	.68			82	.37
Miscellaneous	401	3.33	1641	16.14	2042	9.19
Total Expenditures	$12061	100.00	$10169	100.00	$22230	100.00
Excess (Deficit) Receipts Over Expenditures	$(167)		$(191)		$(358)	
Cost Per Student	$ 118		$ 301		$ 164	

Table 2-37

ARCHDIOCESE OF PHILADELPHIA

Total Revenue and Spending For Elementary and Secondary Schools
By County in 1970

$(000)

	Elementary		Secondary		Combined	
	Revenue	Spending	Revenue	Spending	Revenue	Spending
County:						
Bucks	2409	2412	1957	1955	4366	4367
Chester	1065	1059	229	295	1294	1354
Delaware	4536	4571	3893	4348	8429	8919
Montgomery	4337	4331	1858	1952	6195	6283
Four County Total	12347	12373	7937	8550	20284	20923
Philadelphia	11894	12061	9978	10169	21872	22230
TOTAL	24241	24434	17915	18719	42156	43153

Table 2-38

ARCHDIOCESE OF PHILADELPHIA

Elementary and Secondary School Spending—TOTAL
By County

1970

	Elementary		Secondary		Combined	
	($000)	(%)	($000)	(%)	($000)	(%)
County:						
Bucks	2412	9.9	1955	10.5	4367	10.1
Chester	1059	4.3	295	1.6	1354	3.1
Delaware	4571	18.7	4348	23.2	8919	20.7
Montgomery	4331	17.7	1952	10.4	6283	14.6
Four County Total	12373	50.6	8550	45.7	20923	48.5
Philadelphia	12061	49.4	10169	54.3	22230	51.5
TOTAL	24434	100.0	18719	100.0	43153	100.0

Table 2-39

ARCHDIOCESE OF PHILADELPHIA

Average Effective Tuition* Paid

By County

($ by student)

1970

	Elementary	Secondary
County:		
Bucks	13	104
Chester	14	99
Delaware	9	105
Montgomery	16	102
Philadelphia	13	103
Grand Total	13	104

Note: * Tuition is defined as: Elementary Schools—Student Fees (general and special)paid by the student; Secondary Schools—student fees (general and special), but not including parish high school assessments as part of tuition.

Table 2-40

ARCHDIOCESE OF PHILADELPHIA

Student/Teacher Ratios

By County

1970

	Elementary	Secondary
County:		
Bucks	41.3:1	27.9:1
Chester	32.8:1	22.5:1
Delaware	41.6:1	25.9:1
Montgomery	35.8:1	27.5:1
Philadelphia	41.0:1	28.0:1
Grand Total	40.1:1	27.5:1

Table 2-41

ARCHDIOCESE OF PHILADELPHIA

Religious—Lay Teacher Mixes
By County

1970

	Elementary			Secondary			Combined		
	Religious	Lay	R/L*	Religious	Lay	R/L*	Religious	Lay	R/L*
County:									
Bucks	237	199	1.19	105	89	1.18	342	288	1.19
Chester	109	79	1.38	13	13	1.00	122	92	1.33
Delaware	460	349	1.32	243	193	1.26	703	542	1.30
Montgomery	343	290	1.18	116	76	1.53	459	366	1.25
Four County Area	1149	917	1.25	477	371	1.29	1626	1288	1.26
Philadelphia	1507	976	1.54	762	442	1.72	2269	1418	1.60
TOTAL	2656	1893	1.40	1239	813	1.52	3895	2706	1.44

*R/L indicates the number of religious teachers per lay teacher.

Table 2-42

COST PER STUDENT

(Total Expenditures)
By County

(dollars)

1970

	Archdiocese of Philadelphia			Public
	Elementary	Secondary	TOTAL	TOTAL
County:				
Bucks	134	361	186	925
Chester	172	504	201	930
Delaware	136	385	198	895
Montgomery	191	370	225	994
Four County Average	154	379	203	940[a]
Philadelphia	118	301	164	1102
TOTAL	134	332	181	1011[a]

a. calculated weighted average

VOLUME II

THE
REPORT OF THE
ARCHDIOCESAN ADVISORY COMMITTEE
ON THE
FINANCIAL CRISIS OF CATHOLIC SCHOOLS
IN PHILADELPHIA AND SURROUNDING COUNTIES

CHAPTER III

OUTLOOK FOR THE FUTURE

Table 3-1

ARCHDIOCESE OF PHILADELPHIA

REVENUE PROJECTIONS—ELEMENTARY SCHOOLS

($ Millions)

	"Actual"		"Projected"			
	1969-1970	**1970-1971**	**1971-1972**	**1972-1973**	**1973-1974**	**1974-1975**
I. Parish Revenues:						
A. Projected @ 1.7% CARG*	60.7	60.8	61.8	62.9	64.0	65.0
B. Projected @ 4.0% CARG	60.7	60.8	63.2	65.8	68.4	71.1
C. Projected @ .14% CARG	60.7	60.8	60.9	61.0	61.1	61.1
II. School Revenues from Parish Subsidy @ 32% of Parish Revenues						
A. Projected @ 1.7% CARG	19.4	19.5	19.8	20.1	20.5	20.8
B. Projected @ 4.0% CARG	19.4	19.5	20.2	21.1	21.9	22.8
C. Projected @ .14% CARG	19.4	19.5	19.5	19.5	19.6	19.6
D. Projected @ 1.7% CARG—Parish Deficit		14.2	12.5	10.7	8.9	6.7
E. Projected @ 4.0% CARG—Parish Deficit		14.2	14.3	14.6	14.7	14.8
F. Projected @ .14% CARG—Parish Deficit		14.2	11.3	8.2	5.1	1.6
III. Direct School Revenues						
G. Alternative #1 (natural growth rates)		5.5	6.0	6.6	7.2	7.9
H. Alternative #2 (max allow tuition + natural growth)		15.6	14.8	14.1	13.4	12.6
IV. Total Projected Revenues						
Combination #1 = A + G *Most likely		25.0	25.8	26.7	27.7	28.7
#2 = A + H		35.1	34.6	34.2	33.9	33.4
#3 = B + G		25.0	26.2	27.7	29.1	30.7
#4 = B + H *High		35.1	35.0	35.2	35.3	35.4
#5 = C + G		25.0	25.5	26.1	26.8	27.5
#6 = C + H		35.1	34.3	33.6	33.0	32.2
#7 = D + G		19.7	18.5	17.3	16.1	14.6
#8 = D + H		29.8	27.3	24.8	22.3	19.3
#9 = E + G		19.7	20.3	21.2	21.9	22.7
#10 = E + H		29.8	29.1	28.7	28.1	27.4
#11 = F + G *Low		19.7	17.3	14.8	12.3	9.5
#12 = F + H		29.8	26.1	22.3	18.5	14.2

* CARG = Compound Annual Rate of Growth

Table 3-2

ARCHDIOCESE OF PHILADELPHIA

REVENUE PROJECTIONS—SECONDARY SCHOOLS

($ Millions)

	1971-72	1972-73	1973-74	1974-75
Parish Revenues				
A. Projected @ 1.7% CARG**	61.8	62.9	64.0	65.0
B. Projected @ 4.0% CARG	63.2	65.8	68.4	71.1
C. Projected @ .14% CARG	60.9	61.0	61.1	61.1
High School Revenues—Paid to Controller				
I. **High School Tuition Assessment**				
A. Projected @ 1.7% CARG	7.7	7.8	7.9	8.1
B. Projected @ 4.0% CARG	7.8	8.2	8.5	8.8
C. Projected @ .14% CARG	7.6	7.6	7.6	7.6
II. **Regular and Special Fees/Student**				
D. Projected @ $300/student (80% collection)	13.0	12.2	11.4	10.6
E. Projected @ $300/student (90% collection)	14.7	13.8	12.8	12.0
III. **Other Revenues—School Surplus Fund & Misc. Income**				
F. Projected @ 1.096 for School Surplus; Miscellaneous @ Average 4 years	.4	.4	.4	.5
High School Revenues—Paid to School				
IV. **Principal's Account**				
G. Student Fees @ 24% CARG	3.3	4.0	5.0	6.2
H. Other Revenue @ 4.6 CARG*	4.2	4.4	4.6	4.8
I. Total @ 13.8 CARG	7.5	8.4	9.6	11.0
High School Revenue Projection				
Combination #1 = A + D + F + I	28.6	28.8	29.3	30.2
#2 = B + D + F + I	28.7	29.2	29.9	30.9
#3 = C + D + F + I Lo Projection	28.5	28.6	29.0	29.6
#4 = A + E + F + I Most Likely	30.3	30.4	30.7	31.6
#5 = B + E + F + I Hi Projection	30.4	30.8	31.3	32.3
#6 = C + D + F + I	30.2	30.2	30.4	31.1

* **Note:** Principal's Account—Other Income was calculated as difference between projection of Student Fees and Total Principal's Account. The Other Income was compounded to 1975 at 4.6% CARG, but intervening years do not increase at that rate.

** CARG means Compound Annual Rate of Growth.

Table 3-3
CALCULATION OF TEACHER COST OPTIONS
PROJECTIONS FOR THE YEARS 1971-72 THROUGH 1974-75

	Enrollment	Student/ Teacher Ratio	Total Number of Teachers	Percent Religious	Number of Religious Teachers	Annual Salary of Religious Teachers	Total Cost of Religious Teachers	Number of Lay Teachers	Annual Salary of Lay Teachers	Total Cost of Lay Teachers	Total Teachers Salaries
OPTION A— Basic Forecast							($ 000)			($ 000)	($ 000)
Elementary											
1971-72	161,760	37.4:1	4,330	53	2,295	$2,900	$ 6,656	2,035	$ 4,630	$ 9,422	$ 16,078
1972-73	150,700	36:1	4,190	51	2,137	3,080	6,582	2,053	6,933	14,233	20,815
1973-74	139,700	35:1	3,990	50	1,995	3,360	6,703	1,995	7,525	15,012	21,715
1974-75	128,700	35:1	3,677	50	1,839	3,650	6,712	1,838	8,110	14,906	21,618
Total	580,860	35.9:1	16,187	51	8,266	$3,224	$26,653	7,921	$ 6,763	$53,573	$ 80,226
Secondary											
1971-72	55,660	27:1	2,061	55	1,134	$3,040	$ 3,447	927	$ 8,340	$ 7,731	$ 11,178
1972-73	52,260	27:1	1,935	57	1,103	3,380	3,728	832	9,370	7,796	11,524
1973-74	48,860	27:1	1,810	58	1,050	3,720	3,906	760	10,170	7,729	11,635
1974-75	45,460	27:1	1,684	59	994	4,070	4,046	690	11,030	7,611	11,657
Total	202,240	27:1	7,490	57	4,281	$3,534	$15,127	3,209	$ 9,619	$30,867	$ 45,994
OPTION B— Improving Student/ Teacher Ratio											
Elementary											
1971-72	161,760	37.4:1	4,330	53	2,295	$2,900	$ 6,656	2,035	$ 4,630	$ 9,422	$ 16,078
1972-73	150,700	36:1	4,190	51	2,137	3,080	6,582	2,053	6,933	14,233	20,815
1973-74	139,700	34:1	4,109	50	2,055	3,360	6,905	2,054	7,525	15,456	22,361
1974-75	128,700	33:1	3,900	50	1,950	3,650	7,118	1,950	8,110	15,815	22,933
Total	580,860	35.1:1	16,529	51	8,437	$3,231	$27,261	8,092	$ 6,788	$54,926	$ 82,187
Secondary											
1971-72	55,660	25.5:1	2,183	55	1,201	$3,040	$ 3,651	982	$ 8,340	$ 8,190	$ 11,841
1972-73	52,260	25:1	2,090	57	1,191	3,380	4,026	899	9,370	8,424	12,450
1973-74	48,860	24:1	2,036	58	1,181	3,720	4,393	855	10,170	8,695	13,088
1974-75	45,460	23:1	1,977	59	1,166	4,070	4,746	811	11,030	8,945	13,691
Total	202,240	24.4:1	8,286	57	4,739	$3,548	$16,816	3,547	$ 9,657	$34,254	$ 51,070
OPTION C— Basic Forecast; Declining Religious/Lay Mix											
Elementary											
1971-72	161,760	37.4:1	4,330	46	2,000	$2,900	$ 5,800	2,330	$ 4,630	$10,788	$ 16,588
1972-73	150,700	36:1	4,190	43	1,800	3,080	5,544	2,390	6,933	16,570	22,114
1973-74	139,700	35:1	3,990	41	1,630	3,360	5,477	2,360	7,525	17,759	23,236
1974-75	128,700	35:1	3,677	40	1,460	3,650	5,329	2,217	8,110	17,980	23,309
Total	580,860	35.9:1	16,187	43	6,890	$3,215	$22,150	9,297	$ 6,787	$63,097	$ 85,247
Secondary											
1971-72	55,660	27:1	2,061	41	850	$3,040	$ 2,584	1,211	$ 8,340	$10,100	$ 12,684
1972-73	52,260	27:1	1,935	39	760	3,380	2,569	1,175	9,370	11,010	13,579
1973-74	48,860	27:1	1,810	37	675	3,720	2,511	1,135	10,170	11,543	14,054
1974-75	45,460	27:1	1,684	34	575	4,070	2,340	1,109	11,030	12,232	14,572
Total	202,240	27:1	7,490	38	2,860	$3,498	$10,004	4,630	$ 9,694	$44,885	$ 54,889
OPTION D— Improving Student/Teacher Ratio; Declining Religious/ Lay Mix											
Elementary											
1971-72	161,760	37.4:1	4,330	46	2,000	$2,900	$ 5,800	2,330	$ 4,630	$10,788	$ 16,588
1972-73	150,700	36:1	4,190	43	1,800	3,080	5,544	2,390	6,933	16,570	22,114
1973-74	139,700	34:1	4,109	40	1,630	3,360	5,477	2,479	7,525	18,654	24,131
1974-75	128,700	33:1	3,900	37	1,460	3,650	5,329	2,440	8,110	19,788	25,117
Total	580,860	35.1:1	16,529	42	6,890	$3,215	$22,150	9,639	$ 6,826	$65,800	$ 87,950
Secondary											
1971-72	55,660	25.5:1	2,183	39	850	$3,040	$ 2,584	1,333	$ 8,340	$11,117	$ 13,701
1972-73	52,260	25:1	2,090	36	760	3,380	2,569	1,330	9,370	12,462	15,031
1973-74	48,860	24:1	2,036	33	675	3,720	2,511	1,361	10,170	13,841	16,352
1974-75	45,460	23:1	1,977	29	575	4,070	2,340	1,402	11,030	15,464	17,804
Total	202,240	24.4:1	8,286	35	2,860	$3,498	$10,004	5,426	$ 9,746	$52,884	$ 62,888

Table 3-3 (Continued)
CALCULATION OF TEACHER COST OPTIONS
PROJECTIONS FOR THE YEARS 1971-72 THROUGH 1974-75

	Enrollment	Student/ Teacher Ratio	Total Number of Teachers	Percent Religious	Number of Religious Teachers	Annual Salary of Religious Teachers	Total Cost of Religious Teachers	Number of Lay Teachers	Annual Salary of Lay Teachers	Total Cost of Lay Teachers	Total Teachers Salaries
OPTION E— Basic Forecast; Increased Elementary Lay Salaries							($ 000)			($ 000)	($ 000)
Elementary											
1971-72	161,760	37.4:1	4,330	53	2,295	$2,900	$ 6,656	2,035	$ 7,506	$15,275	$ 21,931
1972-73	150,700	36:1	4,190	51	2,137	3,080	6,582	2,053	8,433	17,313	23,895
1973-74	139,700	35:1	3,990	50	1,995	3,360	6,703	1,995	9,153	18,260	24,963
1974-75	128,700	35:1	3,677	50	1,839	3,650	6,712	1,838	9,927	18,246	24,958
Total	580,860	35.9:1	16,187	51	8,266	$3,224	$26,653	7,921	$ 8,722	$69,094	$ 95,747
Secondary											
1971-72	55,660	27:1	2,061	55	1,134	$3,040	$ 3,447	927	$ 8,340	$ 7,731	$ 11,178
1972-73	52,260	27:1	1,935	57	1,103	3,380	3,728	832	9,370	7,796	11,524
1973-74	48,860	27:1	1,810	58	1,050	3,730	3,906	760	10,170	7,729	11,635
1974-75	45,460	27:1	1,684	59	994	4,070	4,046	690	11,030	7,611	11,657
Total	202,240	27:1	7,490	57	4,281	$3,534	$15,127	3,209	$ 9,619	$30,867	$ 45,994
OPTION F— Improving Student/Teacher Ratio; Increased Elementary Lay Salaries											
Elementary											
1971-72	161,760	37.4:1	4,330	53	2,295	$2,900	$ 6,656	2,035	$ 7,506	$15,275	$ 21,931
1972-73	150,700	36:1	4,190	51	2,137	3,080	6,582	2,053	8,433	17,313	23,895
1973-74	139,700	34:1	4,109	50	2,055	3,360	6,905	2,054	9,153	18,800	25,705
1974-75	128,700	33:1	3,900	50	1,950	3,650	7,118	1,950	9,927	19,358	26,476
Total	580,860	35.1:1	16,529	51	8,437	$3,231	$27,261	8,092	$ 8,743	$70,746	$ 98,007
Secondary											
1971-72	55,660	25.5:1	2,183	55	1,201	$3,040	$ 3,651	982	$ 8,340	$ 8,190	$ 11,841
1972-73	52,260	25:1	2,090	57	1,191	3,380	4,026	899	9,370	8,424	12,450
1973-74	48,860	24:1	2,036	58	1,181	3,720	4,393	855	10,170	8,695	13,088
1974-75	45,460	23:1	1,977	59	1,166	4,070	4,746	811	11,030	8,945	13,691
Total	202,240	24.4:1	8,286	57	4,739	$3,548	$16,816	3,547	$ 9,657	$34,254	$ 51,070
OPTION G— Basic Forecast; Declining Religious/Lay Mix; Increased Elementary Lay Salaries											
Elementary											
1971-72	161,760	37.4:1	4,330	46	2,000	$2,900	$ 5,800	2,330	$ 7,506	$17,489	$ 23,289
1972-73	150,700	36:1	4,190	43	1,800	3,080	5,544	2,390	8,433	20,155	25,699
1973-74	139,700	35:1	3,990	41	1,630	3,360	5,477	2,360	9,153	21,601	27,078
1974-75	128,700	35:1	3,677	40	1,460	3,650	5,329	2,217	9,927	22,008	27,337
Total	580,860	35.9:1	16,187	43	6,890	$3,215	$22,150	9,297	$ 8,740	$81,253	$103,403
Secondary											
1971-72	55,660	27:1	2,061	41	850	$3,040	$ 2,584	1,211	$ 8,340	$10,100	$ 12,684
1972-73	52,260	27:1	1,935	39	760	3,380	2,569	1,175	9,370	11,010	13,579
1973-74	48,860	27:1	1,810	37	675	3,720	2,511	1,135	10,170	11,543	14,054
1974-75	45,460	27:1	1,684	34	575	4,070	2,340	1,109	11,030	12,232	14,572
Total	202,240	27:1	7,490	38	2,860	$3,498	$10,004	4,630	$ 9,694	$44,885	$ 54,889
OPTION H— Improving Student/Teacher Ratio; Declining Religious/ Lay Mix; Increased Elementary Lay Salaries											
Elementary											
1971-72	161,760	37.4:1	4,330	46	2,000	$2,900	$ 5,800	2,330	$ 7,506	$17,489	$ 23,289
1972-73	150,700	36:1	4,190	43	1,800	3,080	5,544	2,390	8,433	20,155	25,699
1973-74	139,700	34:1	4,109	40	1,630	3,360	5,477	2,479	9,153	22,690	28,167
1974-75	128,700	33:1	3,900	37	1,460	3,650	5,329	2,440	9,927	24,222	29,551
Total	580,860	35.1:1	16,529	42	6,890	$3,215	$22,150	9,639	$ 8,772	$84,556	$106,706
Secondary											
1971-72	55,660	25.5:1	2,183	39	850	$3,040	$ 2,584	1,333	$ 8,340	$11,117	$ 13,701
1972-73	52,260	25:1	2,090	36	760	3,380	2,569	1,330	9,370	12,462	15,031
1973-74	48,860	24:1	2,036	33	675	3,720	2,511	1,361	10,170	13,841	16,352
1974-75	45,460	23:1	1,977	29	575	4,070	2,340	1,402	11,030	15,464	17,804
Total	202,240	24.4:1	8,286	35	2,860	$3,498	$10,004	5,426	$ 9,746	$52,884	$ 62,888

Table 3-4

ARCHDIOCESE OF PHILADELPHIA

Costs of Options Over and Above Basic Forecast

($ Millions)

Option		Elementary Schools	Secondary Schools	Combined
B	To improve student/teacher ratio	2.0	5.1	7.1
C	To compensate for declining number of religious	5.0	8.9	14.9
D	To both improve student/teacher ratio and compensate for declining number of religious	7.8	16.9	24.7
E	Increased elementary lay salaries—beyond Basic	15.6	0.0	15.6
F	To improve student/teacher ratio and increase elementary lay salaries	17.8	5.1	22.9
G	To compensate for declining religious/lay mix, and increase elementary lay teacher salaries	23.2	8.9	32.1
H	To improve student/teacher ratio, compensate for declining religious/lay mix and increase elementary lay teacher salaries	26.5	16.9	43.4

Table 3-5

ARCHDIOCESE OF PHILADELPHIA

Total Cost Projections—Elementary Schools

($ 000)

	1971-72	1972-73	1973-74	1974-75
I. **Meridian Projection of Non-Teaching Costs**	16,042	17,571	19,101	20,630
II. **Teaching Salary Options**				
Option A. Basic Forecast (Meridian)	16,159	19,248	21,732	21,623
Option B.	16,078	20,815	22,361	22,933
Option C.	16,588	22,114	23,236	23,309
Option D. See Text For Description	16,588	22,114	24,131	25,117
Option E. of Assumptions Underlying	21,931	23,895	24,963	24,958
Option F. Each Option	21,931	23,895	25,705	26,476
Option G.	23,289	25,699	27,078	27,337
Option H.	23,289	25,699	28,167	29,551
III. **Total Cost Projections**				
Combination #1—I + A Low	32,201	36,819	40,833	42,253
Combination #2—I + B	32,120	38,386	41,462	43,563
Combination #3—I + C	32,630	39,685	42,337	43,939
Combination #4—I + D Most Likely	32,630	39,685	43,232	45,747
Combination #5—I + E	37,973	41,466	44,064	45,588
Combination #6—I + F	37,973	41,466	44,806	47,106
Combination #7—I + G	39,331	43,270	46,179	47,967
Combination #8—I + H High	39,331	43,270	47,268	50,181

Table 3-6

ARCHDIOCESE OF PHILADELPHIA

Total Cost Projections—Secondary Schools

($ 000)

	1971-72	1972-73	1973-74	1974-75
I. **Meridian Projection of Non-Teaching Costs**	13,973	15,898	17,822	19,747
II. **Teaching Salary Options**				
Option A. Basic Forecast (Meridian)	11,183	11,572	11,580	11,453
Option B.	11,841	12,450	13,088	13,691
Option C.	12,684	13,579	14,054	14,572
Option D. See Text For Description	13,701	15,031	16,352	17,804
Option E. of Assumptions Underlying	11,183	11,572	11,580	11,453
Option F. Each Option	11,841	12,450	13,088	13,691
Option G.	12,684	13,579	14,054	14,572
Option H.	13,701	15,031	16,352	17,804
III. **Total Cost Projections**				
Combination #1—I + A Low	25,156	27,470	29,402	31,200
Combination #2—I + B	25,814	28,348	30,910	33,438
Combination #3—I + C	26,657	29,477	31,876	34,319
Combination #4—I + D Most Likely and High	27,674	30,929	34,174	37,551
Combination #5—I + E	25,156	27,400	29,402	31,200
Combination #6—I + F	25,814	28,348	30,910	33,438
Combination #7—I + G Same as above.	26,657	29,477	31,876	34,319
Combination #8—I + H	27,674	30,929	34,174	37,551

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CHAPTER IV

THE FINANCIAL CRISIS CONFRONTING SCHOOLS IN THE ARCHDIOCESE

Table 4-1

ARCHDIOCESE OF PHILADELPHIA

PROJECTED SCHOOL DEFICITS—ELEMENTARY SCHOOLS

1972-73 to 1974-75

($ Millions)

	1971-1972	1972-1973	1973-1974	1974-1975	Cumulative 1973-1975
Elementary Schools					
Projected Revenues:					
Low	$17.3	$14.8	$12.3	$ 9.5	$ 36.6
High	35.0	35.2	35.3	35.4	105.9
Most Likely	25.8	26.7	27.7	28.7	83.1
Projected Costs:					
Low	32.2	36.8	40.8	42.2	119.8
High	39.3	43.3	47.3	50.2	140.8
Most Likely	32.6	39.7	43.2	45.7	128.6
Projected Deficit:					
Low	(14.9)	(22.0)	(28.5)	(32.7)	(83.2)
High	(4.3)	(8.1)	(12.0)	(14.8)	(34.9)
Most Likely	(6.8)	(13.0)	(15.5)	(17.0)	(45.5)

Chart 4-I

ARCHDIOCESE OF PHILADELPHIA - ELEMENTARY SCHOOL PROJECTED CUMULATIVE DEFICIT - FISCAL 1973 THROUGH FISCAL 1975

($ MILLIONS)

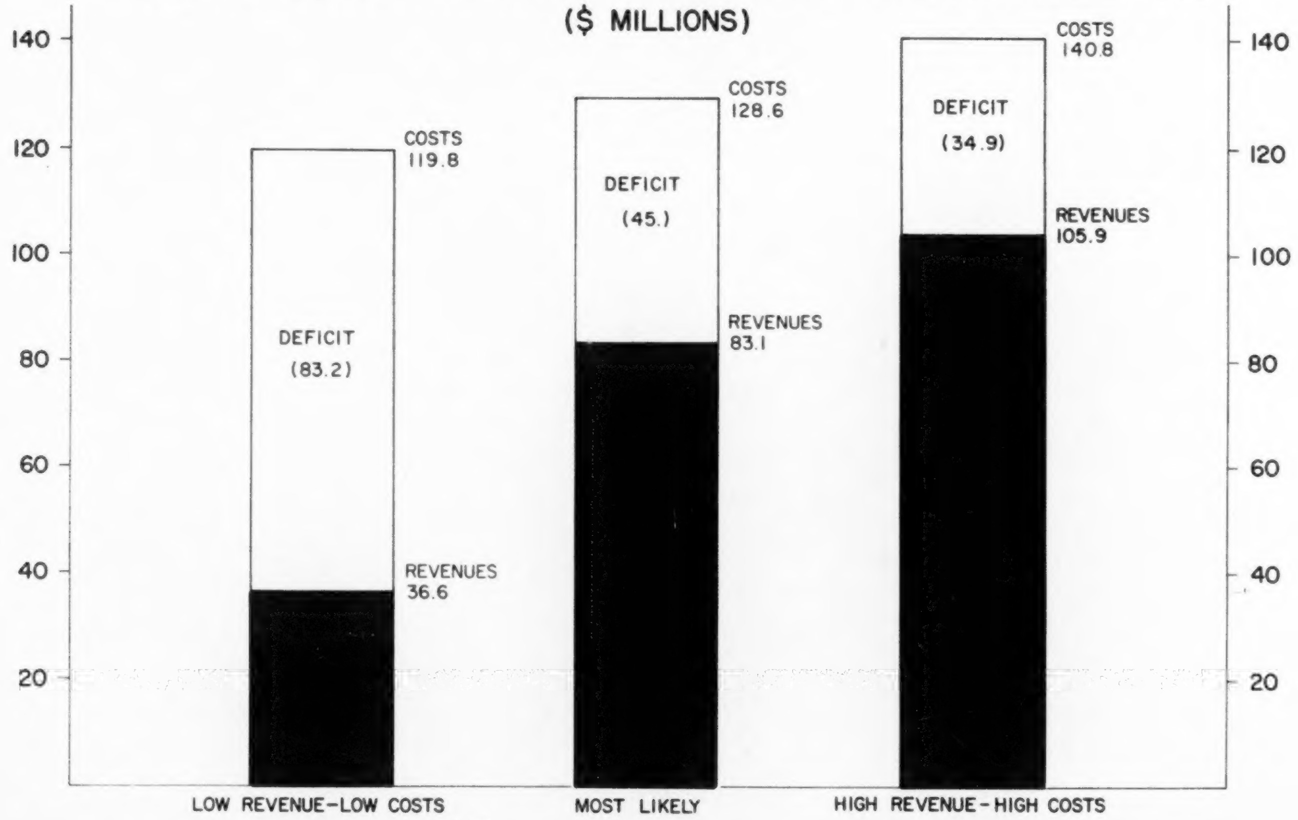


Table 4-2
ARCHDIOCESE OF PHILADELPHIA
PROJECTED SCHOOL DEFICIT—SECONDARY SCHOOLS
1972-73 to 1974-75
($ Millions)

	1971-1972	1972-1973	1973-1974	1974-1975	Cumulative 1973-1975
Secondary Schools					
Projected Revenues:					
Low	$28.5	$28.6	$29.0	$29.6	$ 87.2
High	30.4	30.8	31.3	32.3	94.4
Most Likely	30.3	30.4	30.7	31.6	92.7
Projected Costs:					
Low	25.2	27.5	29.4	31.2	88.1
High	27.7	30.9	34.2	37.5	102.6
Most Likely	27.7	30.9	34.2	37.5	102.6
Projected Deficit:					
Low	3.3	1.1	(.4)	(1.6)	(.9)
High	2.7	(.1)	(2.9)	(5.2)	(8.2)
Most Likely	2.6	(.5)	(3.5)	(5.9)	(9.9)

Chart 4-2

ARCHDIOCESE OF PHILADELPHIA - SECONDARY SCHOOLS
PROJECTED CUMULATIVE DEFICIT - FISCAL 1973 THROUGH FISCAL 1975
($ MILLIONS)

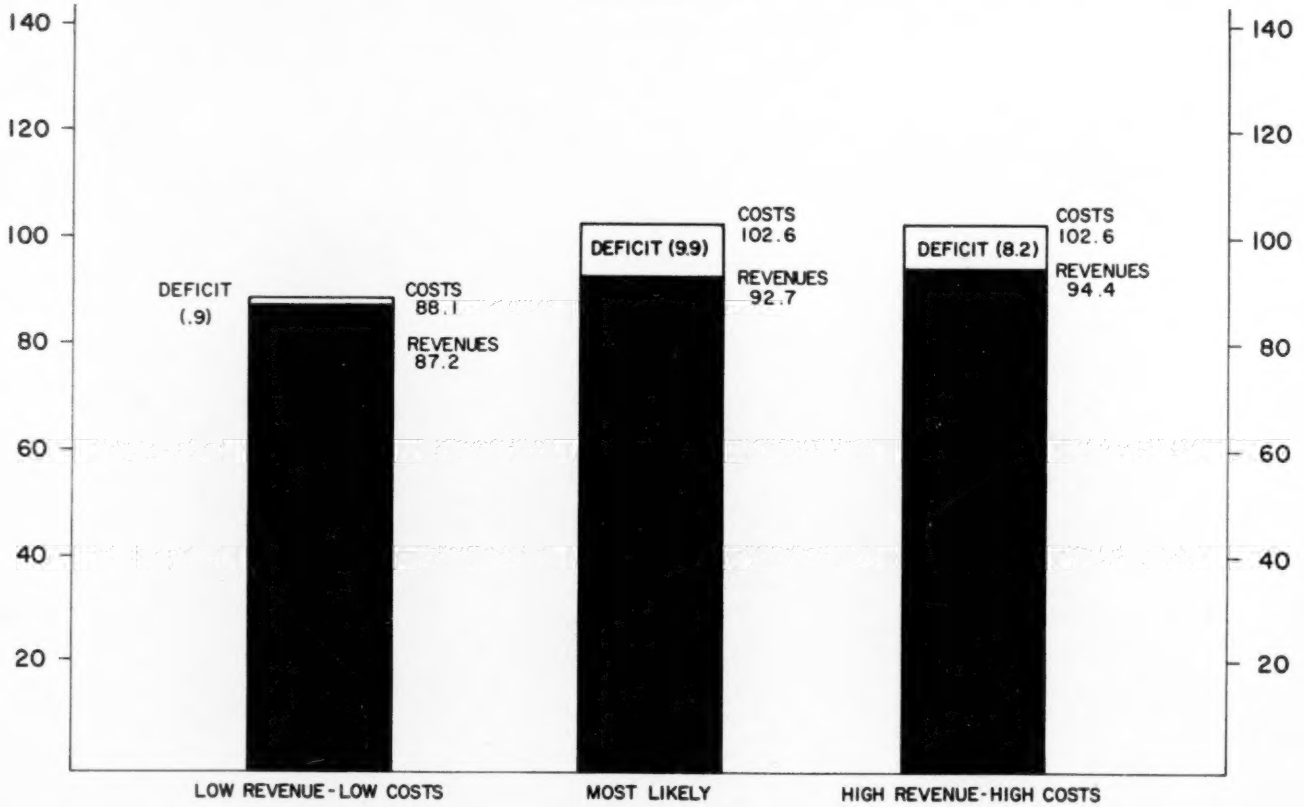


Table 4-3
ARCHDIOCESE OF PHILADELPHIA
PROJECTED SCHOOL DEFICIT—COMBINED ARCHDIOCESE SCHOOLS
1972-73 to 1974-75
($ Millions)

	1971-1972	1972-1973	1973-1974	1974-1975	Cumulative 1973-1975
Combined					
Projected Revenues:					
Low	$45.8	$43.4	$41.3	$39.1	$123.8
High	65.4	66.0	66.6	67.7	200.3
Most Likely	56.1	57.1	58.4	60.3	175.8
Projected Costs:					
Low	57.4	64.3	70.2	73.4	207.9
High	67.0	74.2	81.5	87.7	243.4
Most Likely	60.3	70.6	77.4	83.2	231.2
Projected Deficit:					
Low	(11.6)	(20.9)	(28.9)	(34.3)	(84.1)
High	(1.6)	(8.2)	(14.9)	(20.0)	(43.1)
Most Likely	(4.2)	(13.5)	(19.0)	(22.9)	(55.4)

Chart 4-3

ARCHDIOCESE OF PHILADELPHIA – COMBINED ARCHDIOCESE PROJECTED CUMULATIVE DEFICIT FISCAL 1973 THROUGH FISCAL 1975
($ MILLIONS)

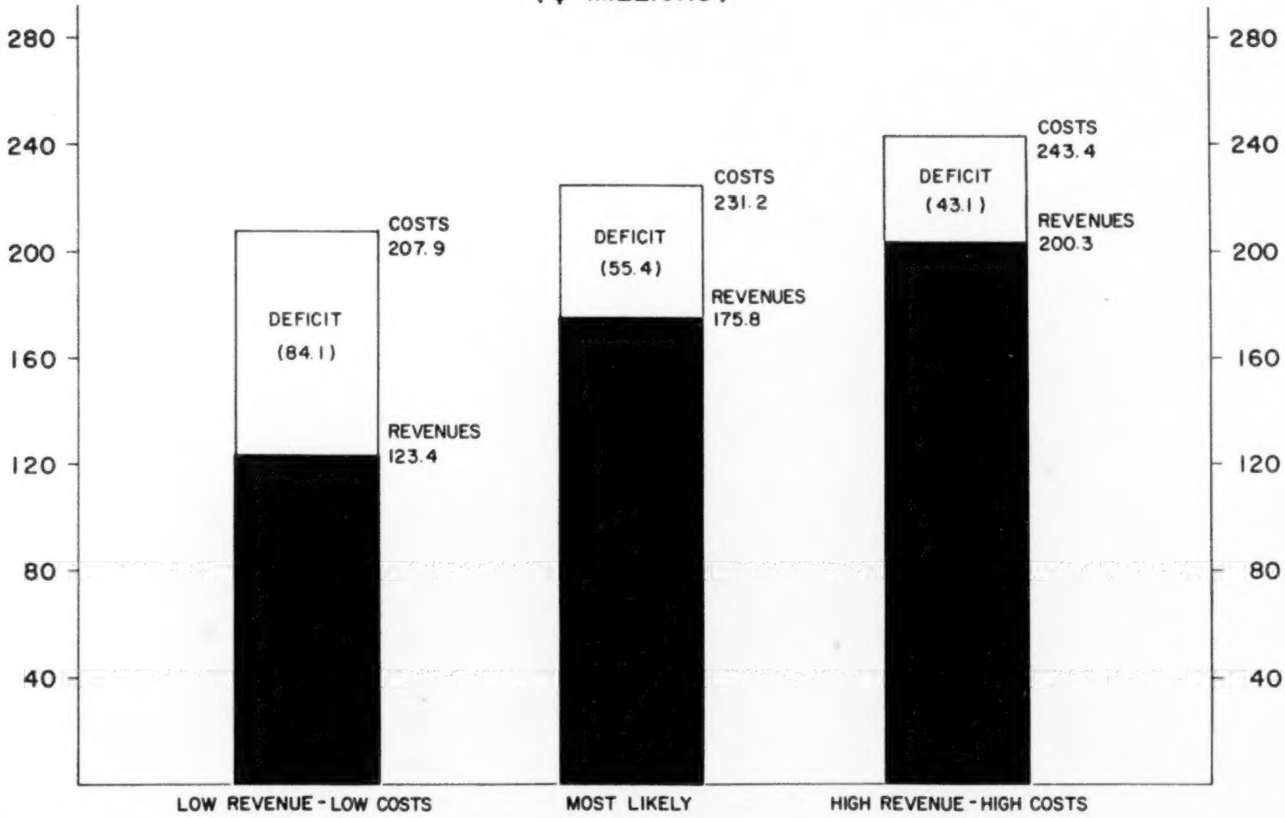


Chart 4-4

COMPARISON OF FAMILY CONTRIBUTIONS
1969 - 1971
BY COUNTY

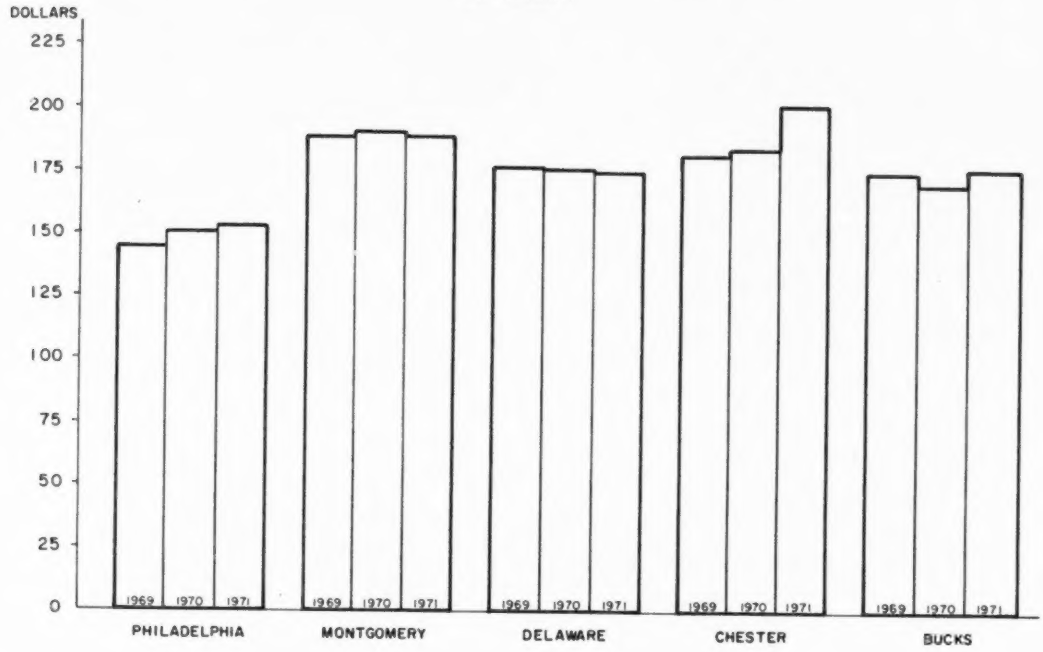
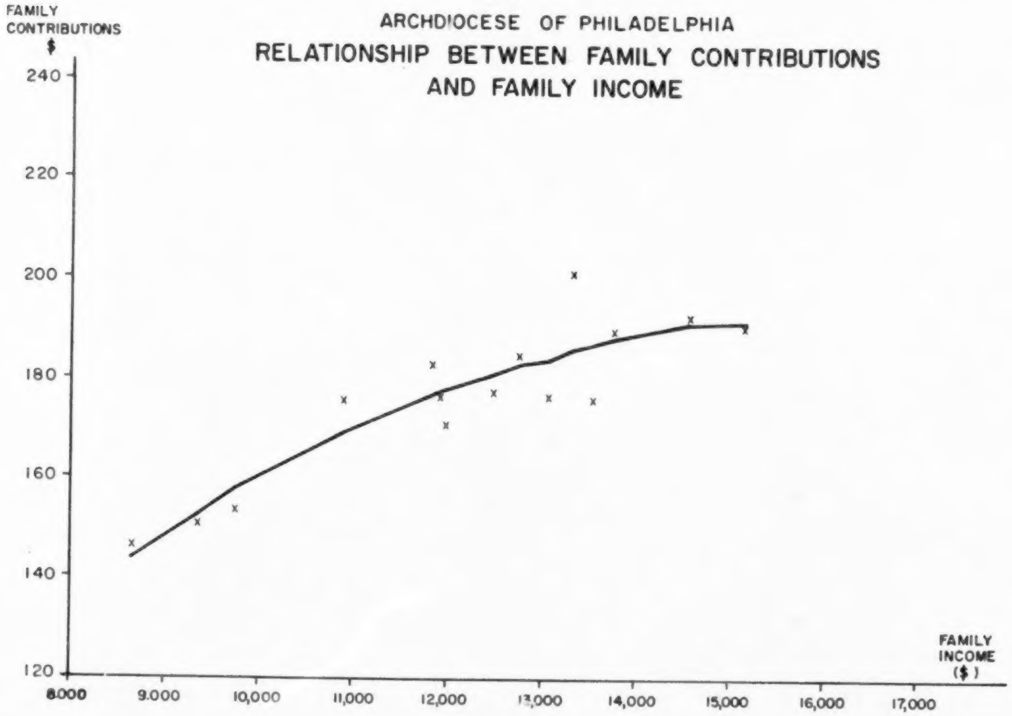


Chart 4-5

ARCHDIOCESE OF PHILADELPHIA
RELATIONSHIP BETWEEN FAMILY CONTRIBUTIONS
AND FAMILY INCOME



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CHAPTER V

IMPACT OF THE CATHOLIC SCHOOL CRISIS ON THE PUBLIC SCHOOL SYSTEM— PHILADELPHIA AND SUBURBAN COUNTIES

1/2/a

TABLE 5-1
BUCKS COUNTY PUBLIC SCHOOLS
HISTORICAL AND PROJECTED COST PER STUDENT
1961-62 through 1974-75

Years	Total Expenditures	Enrollment-Elementary	Enrollment-Secondary	Total Enrollment	Cost Per Student
1961-62	32,794,801	37,595	25,562	63,157	519.34
1962-63	36,685,708	38,951	27,476	66,427	552.27
1963-64	41,519,501	40,811	29,874	70,685	587.39
1964-65	46,293,719	42,871	31,797	74,668	619.99
1965-66	52,674,954	45,140	33,272	78,412	671.77
1966-67	58,913,934	46,950	34,760	81,710	721.01
1967-68	67,838,620	49,533	37,184	86,717	782.30
1968-69	78,678,474	50,038	39,841	89,879	875.38
1969-70					925.00
1970-71					990.00
1971-72					1,075.00
1972-73					1,202.00
1973-74					1,250.00
1974-75					1,350.00

TABLE 5-2
CHESTER COUNTY PUBLIC SCHOOLS
HISTORICAL AND PROJECTED COST PER STUDENT
1961-62 through 1974-75

Years	Total Expenditures	Enrollment-Elementary	Enrollment-Secondary	Total Enrollment	Cost Per Student
1961-62	23,029,026	24,978	17,932	42,910	536.68
1962-63	25,088,187	26,162	19,326	45,488	551.53
1963-64	28,079,695	27,429	20,010	47,439	591.91
1964-65	30,985,850	28,960	21,921	50,881	608.99
1965-66	34,539,631	30,604	22,913	53,517	645.40
1966-67	39,186,963	32,516	24,039	56,555	692.90
1967-68	45,189,211	32,761	25,548	58,309	774.99
1968-69	51,208,556	33,883	26,902	60,785	842.45
1969-70					930.00
1970-71					1,020.00
1971-72					1,120.00
1972-73					1,350.00
1973-74					1,475.00
1974-75					

TABLE 5-3
DELAWARE COUNTY PUBLIC SCHOOLS
HISTORICAL AND PROJECTED COST PER STUDENT
1961-62 through 1974-75

Years	Total Expenditures	Enrollment-Elementary	Enrollment-Secondary	Total Enrollment	Cost Per Student
1961-62	43,832,389	46,472	34,119	80,591	543.89
1962-63	44,825,726	47,401	35,916	83,317	538.01
1963-64	48,985,868	48,784	37,855	86,639	565.40
1964-65	54,581,687	49,952	38,939	88,891	614.03
1965-66	58,540,092	50,567	39,580	90,147	649.38
1966-67	65,526,455	52,060	40,854	92,914	705.24
1967-68	72,685,601	53,377	43,314	96,691	751.73
1968-69	82,707,534	54,313	45,363	99,676	829.76
1969-70					895.00
1970-71					965.00
1971-72					1,040.00
1972-73					1,120.00
1973-74					1,200.00
1974-75					1,300.00

TABLE 5-4
MONTGOMERY COUNTY PUBLIC SCHOOL
HISTORICAL AND PROJECTED COST PER STUDENT
1961-62 through 1974-75

Years	Total Expenditures	Enrollment-Elementary	Enrollment-Secondary	Total Enrollment	Cost Per Student
1961-62	52,931,985	50,589	38,108	88,697	596.77
1962-63	57,412,759	53,487	40,195	93,682	612.85
1963-64	61,776,420	56,628	42,837	99,465	621.09
1964-65	67,789,271	56,394	44,318	100,712	673.10
1965-66	75,985,782	59,137	45,459	104,596	726.47
1966-67	83,330,503	60,822	46,929	107,751	773.36
1967-68	97,210,860	64,410	50,765	115,175	844.03
1968-69	108,089,354	64,454	53,170	117,624	918.94
1969-70					994.00
1970-71					1,070.00
1971-72					1,150.00
1972-73					1,240.00
1973-74					1,290.00
1974-75					1,440.00

TABLE 5-5

PROJECTED COST PER STUDENT IN PHILADELPHIA PUBLIC SCHOOLS

1971-72 through 1974-75
(dollars)

Year	Elementary		Secondary	
	High	Low	High	Low
1971-72	1027	938	1471	1331
1972-73	1114	1040	1649	1517
1973-74	1292	1138	1976	1714
1974-75	1669	1277	2653	2008

TABLE 5-6

CALCULATION OF ADDITIONAL OPERATING COSTS TO PUBLIC SCHOOL SYSTEM AT VARYING RATES OF TRANSFER (BY COUNTY)

PROJECTED FOR FISCAL YEARS 1972-73 TO 1974-75

($ MILLIONS)

Rate of Decline Assumption	1972-73					1973-74					1974-75				
	Accumulative Decline # of Students	Projected Cost/Student ($)		Costs to Public Schools ($)		Accumulative Decline #	Projected Cost/Student $		Cost to Public Schools $		Accumulative Decline #	Projected Cost/Student $		Cost to Public Schools ($ mils)	
1. **Basic Forecast**															
Bucks	1,907	1,202		2,292		3,806	1,250		4,758		5,705	1,350		7,702	
Chester	543	1,240		673		1,083	1,350		1,462		1,623	1,475		2,394	
Delaware	3,998	1,120		4,473		7,978	1,200		9,574		11,958	1,300		15,545	
Montgomery	1,758	1,240		2,180		3,508	1,290		4,525		5,258	1,440		7,572	
Four County Total	8,206	1,201		9,623		16,375			20,319		24,544			33,213	
		High	**Low**	**High**	**Low**		**High**	**Low**	**High**	**Low**		**High**	**Low**	**High**	**Low**
Philadelphia Elementary	4,214	1,114	1,040	4,694	4,383	8,405	1,292	1,138	10,859	9,565	12,596	1,669	1,277	21,023	16,085
Philadelphia Secondary	2,040	1,649	1,517	3,364	3,095	4,080	1,976	1,714	8,062	6,993	6,120	2,653	2,008	16,236	12,289
Total	14,460			17,681	17,101	28,860			39,240	36,877	43,260			70,472	61,587
2. **10%/Yr. in 1972-73, etc.**															
Bucks	2,847	1,202		3,422		5,410	1,250		6,763		7,717	1,350		10,418	
Chester	800	1,240		992		1,520	1,350		2,052		2,168	1,475		3,198	
Delaware	5,966	1,120		6,682		11,335	1,200		13,602		16,168	1,300		21,018	
Montgomery	2,626	1,240		3,256		4,990	1,290		6,437		7,117	1,440		10,248	
Four County Total	12,239			14,352		23,255			28,854		33,170			44,882	
		High	**Low**	**High**	**Low**		**High**	**Low**	**High**	**Low**		**High**	**Low**	**High**	**Low**
Philadelphia Elementary	6,163	1,114	1,040	6,866	6,410	11,709	1,292	1,138	15,128	13,325	16,701	1,669	1,277	27,874	21,327
Philadelphia Secondary	3,340	1,649	1,517	5,508	5,067	6,345	1,976	1,714	12,538	10,875	9,050	2,653	2,008	24,010	18,172
Total	9,503			26,726	25,829	18,054			56,520	53,054	25,751			96,766	84,381
3. **15%/Yr. Start 1972-73**															
Bucks	4,272	1,202		5,135		7,902	1,250		9,878		10,980	1,350		14,834	
Chester	1,199	1,240		1,487		2,219	1,350		2,996		3,076	1,475		4,537	
Delaware	8,949	1,120		10,023		16,556	1,200		19,867		23,022	1,300		29,929	
Montgomery	3,939	1,240		4,884		7,287	1,290		9,400		10,133	1,440		14,592	
Four County Total	18,359			21,529		33,964			42,141		47,219			63,892	
		High	**Low**	**High**	**Low**		**High**	**Low**	**High**	**Low**		**High**	**Low**	**High**	**Low**
Philadelphia Elementary	9,245	1,114	1,040	10,299	9,615	17,103	1,292	1,138	22,097	19,463	23,782	1,669	1,277	39,692	30,370
Philadelphia Secondary	5,009	1,649	1,517	8,260	7,599	9,267	1,976	1,714	18,312	15,884	12,886	2,653	2,008	34,187	25,875
Total	14,254			40,088	38,743	26,370			82,550	77,488	36,668			137,771	120,137
4. **25%/Yr. Start 1972-73**															
Bucks	7,119	1,202		8,557		12,458	1,250		15,573		16,259	1,350		21,950	
Chester	1,999	1,240		2,479		3,498	1,350		4,722		4,655	1,475		6,866	
Delaware	14,915	1,120		16,705		26,101	1,200		31,321		34,363	1,300		44,672	
Montgomery	6,565	1,240		8,141		11,489	1,290		14,821		15,254	1,440		21,966	
Four County Total	30,598			35,882		53,546			66,437		70,531			95,454	
		High	**Low**	**High**	**Low**		**High**	**Low**	**High**	**Low**		**High**	**Low**	**High**	**Low**
Philadelphia Elementary	15,408	1,114	1,040	17,165	16,024	26,964	1,292	1,138	34,837	30,685	35,858	1,669	1,277	59,847	45,791
Philadelphia Secondary	8,349	1,649	1,517	13,768	12,665	14,617	1,976	1,714	28,871	25,043	19,307	2,653	2,008	51,221	38,768
Total	54,355			66,815	64,571	95,121			130,145	122,165	125,696			206,522	180,013
5. **50%/Yr. Start 1972-73**															
Bucks	14,238	1,202		17,114		17,178	1,250		21,473		17,846	1,350		24,092	
Chester	3,998	1,240		4,958		5,293	1,350		7,146		5,362	1,475		7,909	
Delaware	29,830	1,120		33,410		36,276	1,200		43,531		37,668	1,300		48,968	
Montgomery	13,130	1,240		16,281		22,942	1,290		29,595		27,237	1,440		39,221	
Four County Total	61,196			71,763		81,689			101,745		88,113			120,190	
		High	**Low**	**High**	**Low**		**High**	**Low**	**High**	**Low**		**High**	**Low**	**High**	**Low**
Philadelphia Elementary	30,816	1,114	1,040	34,329	32,049	56,329	1,292	1,138	72,777	64,102	72,908	1,669	1,277	21,683	93,104
Philadelphia Secondary	16,698	1,649	1,517	27,535	25,331	25,041	1,976	1,714	49,493	42,931	29,222	2,653	2,008	77,526	58,678
Total	108,710			33,627	129,143	163,065			224,015	208,778	190,243			319,399	271,972
6. **100%/Yr. Start 1972-73**															
Bucks	18,513	1,202		22,253		18,513	1,250		23,141		18,513	1,350		24,993	
Chester	5,433	1,240		6,737		5,433	1,350		4,335		5,433	1,475		8,014	
Delaware	39,059	1,120		43,746		39,059	1,200		46,871		39,059	1,300		50,777	
Montgomery	27,891	1,240		34,585		27,891	1,290		35,979		27,891	1,440		40,163	
Four County Total	90,896			107,321		90,896			113,326		90,896			123,947	
		High	**Low**	**High**	**Low**		**High**	**Low**	**High**	**Low**		**High**	**Low**	**High**	**Low**
Philadelphia Elementary	93,128	1,114	1,040	103,745	96,853	93,128	1,292	1,138	120,321	105,980	93,128	1,669	1,277	155,431	118,924
Philadelphia Secondary	33,396	1,649	1,517	55,070	50,662	33,396	1,976	1,714	65,990	57,241	33,396	2,653	2,008	88,600	67,059
Total	217,420			266,136	254,836	217,420			299,637	276,547	217,420			367,978	309,930

TABLE 5-7
ARCHDIOCESE OF PHILADELPHIA
Additional Operating Costs to Public School System at Varying Rates of Transfer (By County)
Projected for Fiscal Years 1972-73 to 1974-75

($ Millions)

			Additional		Combined		Additional		Combined	
	1972	1973	1973	1974	1973	1974	1974	1975	1974	1975
	High	Low	High	Low	High	Low	High	Low	High	Low
TOTAL										
Basic Forecast	17.7	17.1	21.5	19.8	39.2	36.9	31.3	24.7	70.5	61.6
10%	26.8	25.9	29.7	27.2	56.5	53.1	40.3	31.3	96.8	84.4
15%	40.1	38.7	42.5	38.8	82.6	77.5	55.2	42.6	137.8	120.1
25%	66.8	64.6	63.3	57.6	130.1	122.2	76.5	57.9	206.6	180.1
50%	133.6	129.2	90.4	79.6	224.0	208.8	95.4	63.2	319.4	272.0
100%	266.1	254.8	33.5	21.7	299.6	276.5	68.3	33.4	367.9	309.9
BASIC FORECAST										
Bucks	2.3	2.3	2.4	2.4	4.7	4.7	3.0	3.0	7.7	7.7
Chester	.6	.6	.9	.9	1.5	1.5	.9	.9	2.4	2.4
Delaware	4.5	4.5	5.1	5.1	9.6	9.6	5.9	5.9	15.5	15.5
Montgomery	2.2	2.2	2.3	2.3	4.5	4.5	3.1	3.1	7.6	7.6
*Total 4 County	9.6	9.6	10.7	10.7	20.3	20.3	12.9	12.9	33.2	33.2
Philadelphia	8.1	7.5	10.8	9.1	18.9	16.6	18.4	11.8	37.3	28.4
Total	17.7	17.1	21.5	19.8	39.2	36.9	31.3	24.7	70.5	61.6
10%										
Bucks	3.4	3.4	3.4	3.4	6.8	6.8	3.6	3.6	10.4	10.4
Chester	1.0	1.0	1.1	1.1	2.1	2.1	1.1	1.1	3.2	3.2
Delaware	6.7	6.7	6.9	6.9	13.6	13.6	7.4	7.4	21.0	21.0
Montgomery	3.3	3.3	3.1	3.1	6.4	6.4	3.9	3.9	10.3	10.3
*Total 4 County	14.4	14.4	14.5	14.5	28.9	28.9	16.0	16.0	44.9	44.9
Philadelphia	12.4	11.5	15.2	12.7	27.6	24.2	24.3	15.3	51.9	39.5
Total	26.8	25.9	29.7	27.2	56.5	53.1	40.3	31.3	96.8	84.4
15%										
Bucks	5.1	5.1	4.8	4.8	9.9	9.9	4.9	4.9	14.8	14.8
Chester	1.5	1.5	1.5	1.5	3.0	3.0	1.6	1.6	4.6	4.6
Delaware	10.0	10.0	9.9	9.9	19.9	19.9	10.0	10.0	29.9	29.9
Montgomery	4.9	4.9	4.5	4.5	9.4	9.4	5.2	5.2	14.6	14.6
*Total 4 County	21.5	21.5	20.7	20.7	42.2	42.2	21.7	21.7	63.9	63.9
Philadelphia	18.6	17.2	21.8	18.1	40.4	35.3	33.5	20.9	73.9	56.2
Total	40.1	38.7	42.5	38.8	82.6	77.5	55.2	42.6	137.8	120.1
25%										
Bucks	8.6	8.6	7.0	7.0	15.6	15.6	6.3	6.3	21.9	21.9
Chester	2.5	2.5	2.2	2.2	4.7	4.7	2.2	2.2	6.9	6.9
Delaware	16.7	16.7	14.6	14.6	31.3	31.3	13.4	13.4	44.7	44.7
Montgomery	8.1	8.1	6.7	6.7	14.8	14.8	7.2	7.2	22.0	22.0
*Total 4 County	35.9	35.9	30.5	30.5	66.4	66.4	29.1	29.1	95.5	95.5
Philadelphia	30.9	28.7	32.8	27.1	63.7	55.8	47.4	28.8	111.1	
Total	66.8	64.6	63.3	57.6	130.1	122.2	76.5	57.9	206.6	180.1
50%										
Bucks	17.1	17.1	4.4	4.4	21.5	21.5	2.6	2.6	24.1	24.1
Chester	5.0	5.0	2.1	2.1	7.1	7.1	.8	.8	7.9	7.9
Delaware	33.4	33.4	10.1	10.1	43.5	43.5	5.5	5.5	49.0	49.0
Montgomery	16.3	16.3	13.3	13.3	29.6	29.6	9.6	9.6	39.2	39.2
*Total 4 County	71.8	71.8	29.9	29.9	101.7	101.7	18.5	18.5	120.2	120.2
Philadelphia	61.8	57.4	60.5	49.7	122.3	107.1	76.9	44.7	199.2	151.8
Total	133.6	129.2	90.4	79.6	224.0	208.8	95.4	63.2	319.4	272.0
100%										
Bucks	22.3	22.3	.8	.8	23.1	23.1	1.9	1.9	25.0	25.0
Chester	6.7	6.7	.6	.6	7.3	7.3	.7	.7	8.0	8.0
Delaware	43.7	43.7	3.2	3.2	46.9	46.9	3.9	3.9	50.8	50.8
Montgomery	34.6	34.6	1.4	1.4	36.0	36.0	4.1	4.1	40.1	40.1
*Total 4 County	107.3	107.3	6.0	6.0	113.3	113.3	10.6	10.6	123.9	123.9
Philadelphia	158.8	147.5	27.5	15.7	186.3	163.2	57.7	22.8	244.0	186.0
Total	266.1	254.8	33.5	21.7	299.6	276.5	68.3	33.4	367.9	309.9

TABLE 5-8

PROJECTED ADDITIONAL STATE AID AT VARYING RATES OF TRANSFER

1972-73 to 1974-75

($ Millions)

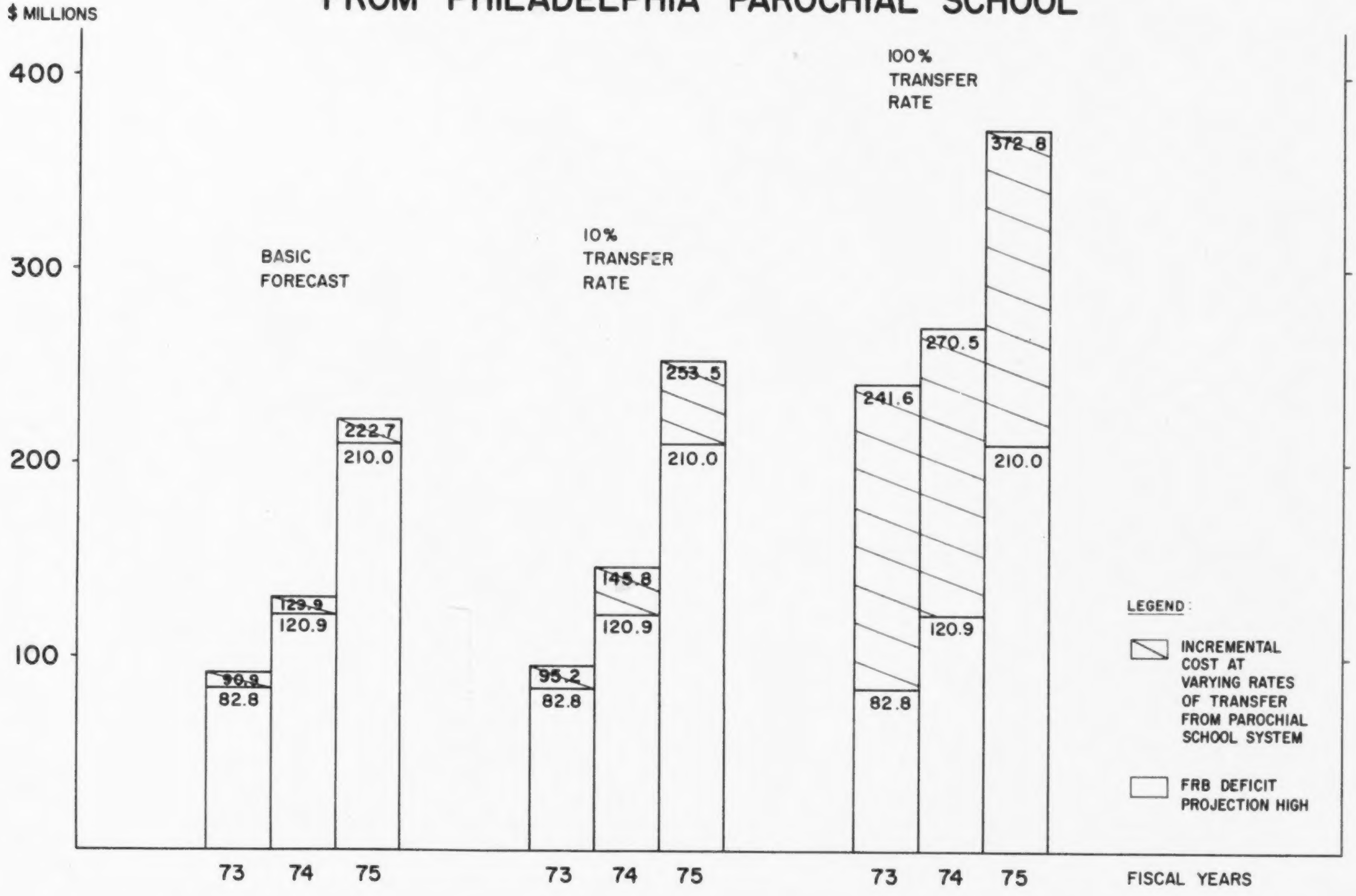
	1972-73			1973-74			1974-75		
	Projected State Aid at Projected Public School Enrollment	Projected State Aid at Projected Enrollment Including Transferred Catholic Students	Additional State Aid Due to Transfer	Projected State Aid at Projected Public School Enrollment	Projected State Aid at Projected Enrollment Including Transferred Catholic Students	Additional State Aid Due to Transfer	Projected State Aid at Projected Public School Enrollment	Projected State Aid at Projected Enrollment Including Transferred Catholic Students	Additional State Aid Due to Transfer
Basic Forecast									
Bucks	36.9	36.9	-0-	37.3	37.9	.6	37.2	39.0	1.8
Chester	20.2	20.2	-0-	19.7	19.9	.2	19.3	19.8	.5
Delaware	26.2	26.2	-0-	26.5	27.5	1.0	26.9	30.6	3.7
Montgomery	16.6	16.6	-0-	14.0	14.2	.2	12.0	12.8	.8
Philadelphia	80.6	80.6	-0-	82.7	84.5	1.8	84.3	90.0	5.7
100% Transfer									
Bucks	36.9	36.9	-0-	37.3	44.0	6.7	37.2	47.2	10.0
Chester	20.2	20.2	-0-	19.7	21.3	1.6	19.3	20.7	1.4
Delaware	26.2	26.2	-0-	26.5	36.7	10.2	26.9	51.0	24.1
Montgomery	16.6	16.6	-0-	14.0	17.0	3.0	12.0	24.7	12.7
Philadelphia	80.6	80.6	-0-	82.7	119.4	36.7	84.3	165.5	81.2
10% Transfer									
Bucks	36.9	36.9	-0-	37.3	38.3	1.0	37.2	38.9	1.7
Chester	20.2	20.2	-0-	19.7	19.9	.2	19.7	19.9	.2
Delaware	26.2	26.2	-0-	26.5	28.0	1.5	26.9	32.2	5.3
Montgomery	16.6	16.6	-0-	14.0	14.3	.3	12.0	13.3	1.3
Philadelphia	80.6	80.6	-0-	82.7	85.4	2.7	84.3	92.6	8.4
15% Transfer									
Bucks	36.9	36.9	-0-	37.3	38.8	1.5	37.2	39.6	2.4
Chester	20.2	20.2	-0-	19.7	20.1	.4	19.7	20.1	.4
Delaware	26.2	26.2	-0-	26.5	28.8	2.3	26.9	34.6	7.7
Montgomery	16.6	16.6	-0-	14.0	14.5	.5	12.0	14.0	2.0
Philadelphia	80.6	80.6	-0-	82.7	86.9	4.2	84.3	97.0	12.7
25% Transfer									
Bucks	36.9	36.9	-0-	37.3	39.8	2.5	37.2	43.4	6.2
Chester	20.2	20.2	-0-	19.7	20.3	.6	19.3	20.5	1.2
Delaware	26.2	26.2	-0-	26.5	30.3	3.8	26.9	39.8	12.9
Montgomery	16.6	16.6	-0-	14.0	14.7	.7	12.0	15.4	3.4
Philadelphia	80.6	80.6	-0-	82.7	89.7	7.0	84.3	104.9	20.6
50% Transfer									
Bucks	36.9	36.9	-0-	37.3	42.3	5.0	37.2	46.8	9.6
Chester	20.2	20.2	-0-	19.7	20.9	1.2	19.7	21.3	1.6
Delaware	26.2	26.2	-0-	26.5	34.1	7.6	26.9	48.3	21.4
Montgomery	16.6	16.6	-0-	14.0	15.4	1.4	12.0	18.9	6.9
Philadelphia	80.6	80.6	-0-	82.7	96.8	14.1	84.3	125.0	40.9

TABLE 5-9
ARCHDIOCESE OF PHILADELPHIA
PROJECTED INCREMENTAL COST TO PUBLIC SCHOOL SYSTEM OF VARYING RATES OF TRANSFER
($ Millions)

	Bucks	Chester	Delaware	Montgomery	Total Four Counties	Philadelphia High	Philadelphia Low	Total Archdiocese High	Total Archdiocese Low
Transfer Rate—Basic Forecast									
1972-73									
Additional Operating Costs	2.3	.6	4.5	2.2	9.6	8.1	7.5	17.7	17.1
Additional State Aid Rec'd	0.0	.0	.0	.0	.0	0.0	0.0	0.0	0.0
Net Cost 72-73	2.3	.6	4.5	2.2	9.6	8.1	7.5	17.7	17.1
1973-74									
Additional Operating Costs	2.4	.9	5.1	2.3	10.7	10.8	9.1	21.5	19.8
Additional State Aid Rec'd	.6	.2	1.0	.2	2.0	1.8	1.8	3.8	3.8
Net Cost 73-74	1.8	.7	4.1	2.1	8.7	9.0	7.3	17.7	16.0
1974-75									
Additional Operating Costs	3.0	.9	5.9	3.1	12.9	18.4	11.8	31.3	24.7
Additional State Aid Rec'd	1.8	.5	3.7	.8	6.8	5.7	5.7	12.5	12.5
Net Cost 74-75	1.2	.4	2.2	2.3	6.1	12.7	6.1	18.8	12.2
Total—3-yr. Impact	5.3	1.7	10.8	6.6	24.4	29.8	20.9	54.2	45.3
Transfer Rate—100%									
1972-73									
Additional Operating Costs	22.3	6.7	43.7	34.6	107.3	158.8	147.5	266.1	254.8
Additional State Aid Rec'd	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Net Cost 72-73	22.3	6.7	43.7	34.6	107.3	158.8	147.5	266.1	254.8
1973-74									
Additional Operating Costs	23.1	7.3	46.9	36.0	113.3	186.3	163.2	299.6	276.5
Additional State Aid Rec'd	6.7	1.6	10.2	3.0	21.5	36.7	36.7	58.2	58.2
Net Cost 73-74	16.4	5.7	36.7	33.0	91.8	149.6	126.5	241.4	218.3
1974-75									
Additional Operating Costs	25.0	8.0	50.8	40.1	123.9	244.0	186.0	367.9	309.9
Additional State Aid Rec'd	10.0	1.4	24.1	12.7	48.2	81.2	81.2	129.4	129.4
Net Cost 74-75	15.0	6.6	26.7	27.4	75.7	162.8	104.8	238.5	180.5
Total—3-yr. Impact	53.7	19.0	107.1	95.0	274.8	471.2	378.8	746.0	653.6
Transfer Rate—10%									
1972-73									
Additional Operating Costs	3.4	1.0	6.7	3.3	14.4	12.4	11.5	26.8	25.9
Additional State Aid Rec'd	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Net Cost 72-73	3.4	1.0	6.7	3.3	14.4	12.4	11.5	26.8	25.9
1973-74									
Additional Operating Costs	6.8	2.1	13.6	6.4	28.9	27.6	24.2	56.5	53.1
Additional State Aid Rec'd	1.0	.2	1.5	.3	3.0	2.7	2.7	5.7	5.7
Net Cost 73-74	5.8	1.9	12.1	6.1	25.9	24.9	21.5	50.8	47.4
1974-75									
Additional Operating Costs	10.4	3.2	21.0	10.3	44.9	51.9	39.5	96.8	84.4
Additional State Aid Rec'd	1.7	.2	5.3	1.3	8.5	8.4	8.4	16.9	16.9
Net Cost 74-75	8.7	3.0	15.7	9.0	36.4	43.5	31.1	79.9	67.5
Total—3-yr. Impact	17.9	5.9	34.5	18.4	76.7	80.8	64.1	157.5	140.8

Chart 5-1

COMPARISON OF THE COST IMPACT ON PROJECTED PUBLIC SCHOOL DEFICITS OF ALTERNATE RATES OF TRANSFER FROM PHILADELPHIA PAROCHIAL SCHOOL



VOLUME II

THE
REPORT OF THE
ARCHDIOCESAN ADVISORY COMMITTEE
ON THE
FINANCIAL CRISIS OF CATHOLIC SCHOOLS
IN PHILADELPHIA AND SURROUNDING COUNTIES

CHAPTER VI

PERSPECTIVE

APPENDIX 6-1

SUMMARY
OF
OTHER EXPERIENCE—BEYOND PHILADELPHIA
abstracted from
NEWS SOURCES
THROUGHOUT THE NATION

THE
REPORT OF THE
ARCHDIOCESAN ADVISORY COMMITTEE
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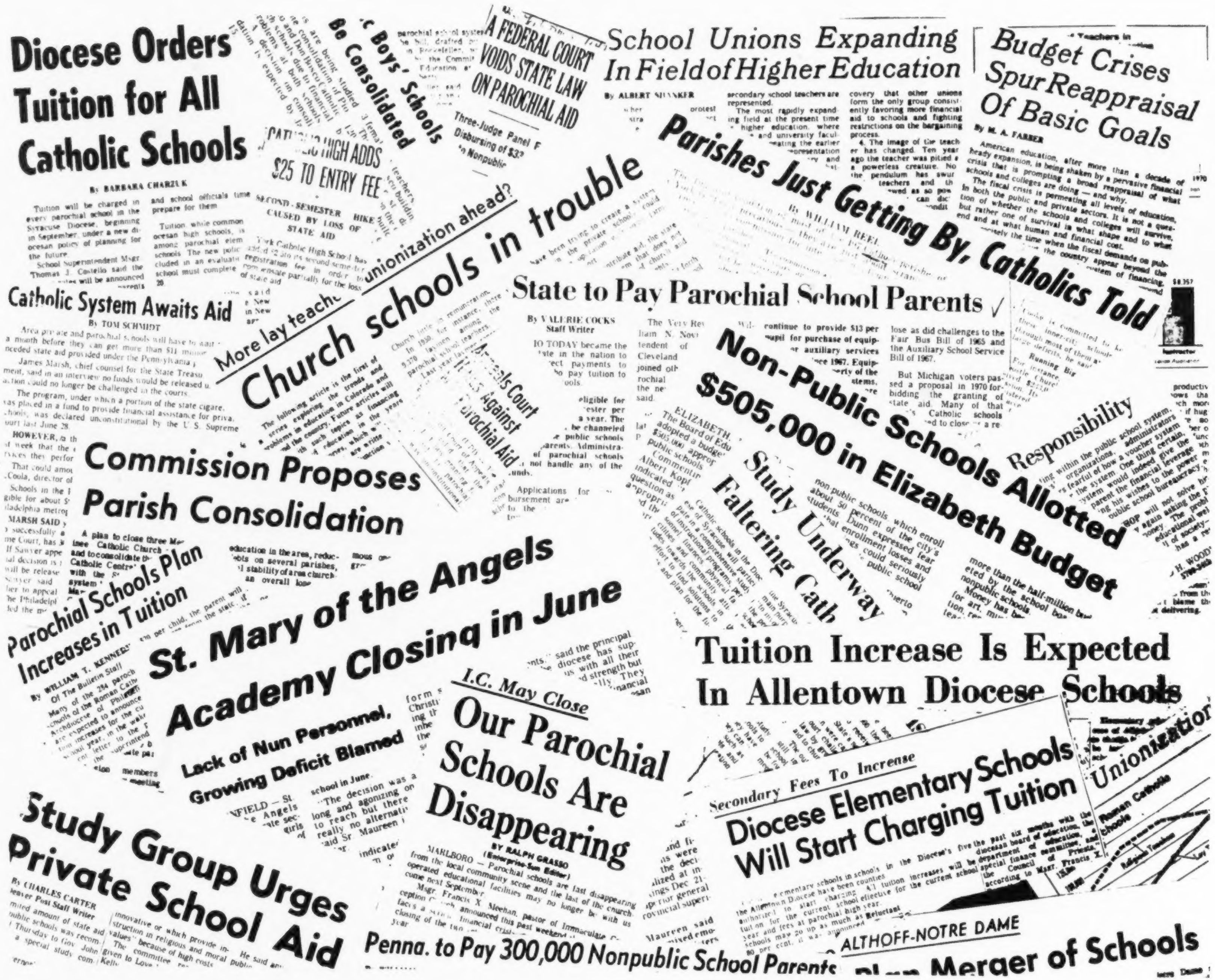
FINANCIAL CRISIS OF CATHOLIC SCHOOLS
IN PHILADELPHIA AND SURROUNDING COUNTIES



Diocese Orders Tuition for All Catholic Schools

By BARBARA CHARZUK

Catholic System Awaits Aid

By TOM SCHMIDT

Boys' Schools Be Consolidated

CATHOLIC HIGH ADDS $25 TO ENTRY FEE

SECOND-SEMESTER HIKE CAUSED BY LOSS OF STATE AID

A FEDERAL COURT VOIDS STATE LAW ON PAROCHIAL AID

Three-Judge Panel F Disbursing of $33 to Nonpublic

School Unions Expanding In Field of Higher Education

By ALBERT SHANKER

Budget Crises Spur Reappraisal Of Basic Goals

By M. A. FARBER

Parishes Just Getting By, Catholics Told

By WILLIAM REEL

More lay teachers unionization ahead?

Church schools in trouble

State to Pay Parochial School Parents

By VALERIE COCKS
Staff Writer

Appeals Court Rules Against Parochial Aid

Non-Public Schools Allotted $505,000 in Elizabeth Budget

Responsibility

Study Underway Faltering Cath

Commission Proposes Parish Consolidation

Parochial Schools Plan Increases in Tuition

By WILLIAM T. KENNEDY
Of The Bulletin Staff

St. Mary of the Angels Academy Closing in June

Lack of Nun Personnel, Growing Deficit Blamed

I.C. May Close

Our Parochial Schools Are Disappearing

BY RALPH GRASSO
(Enterprise-Sun Editor)

Tuition Increase Is Expected In Allentown Diocese Schools

Secondary Fees To Increase

Diocese Elementary Schools Will Start Charging Tuition

Unionization

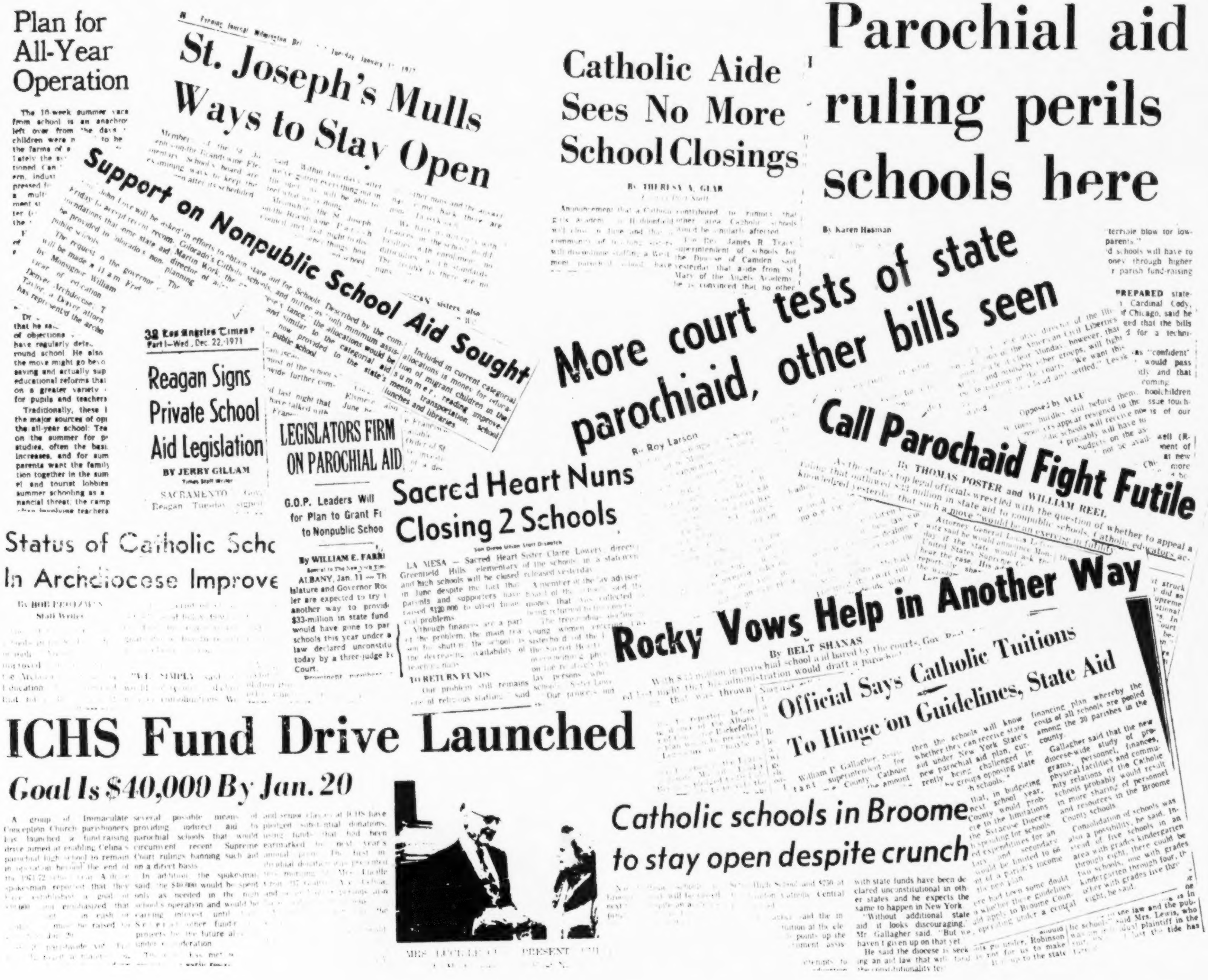
Study Group Urges Private School Aid

By CHARLES CARTER
Denver Post Staff Writer

Penna. to Pay 300,000 Nonpublic School Parents

ALTHOFF-NOTRE DAME

Plan Merger of Schools



Plan for All-Year Operation

The 10-week summer vaca from school is an anachro left over from the days children were to he the farms of a

Dr that he sa of objections have regularly dete round school. He also the move might go bey saving and actually sup educational reforms that on a greater variety for pupils and teachers

Traditionally, these the major sources of opp the all-year school: Tea on the summer for p studies, often the basi increases, and for sum parents want the family tion together in the sum el and tourist lobbies summer schooling as a nancial threat; the camp

Evening Journal Wilmington

St. Joseph's Mulls Ways to Stay Open

Members of the St. Jo Brandywine Ele mentary School's board are examining ways to keep the after its scheduled

Support on Nonpublic School Aid Sought

John Love will be asked in efforts to obtain state aid for Schools Friday to accept recent recom- Colorado's Catholic schools, and mittee as mendations that some state aid Martin Work, the be provided to Colorado's non- director of public schools. planning

The request to the governor will be made at 11 a.m. Fri by Monsignor William vicar of education Denver Archdiocese; Taylor, a Denver attorn has represented the archd

Described by the com "only minimum assis- tance," the allocations would be and similar to the categorial aid now provided to the state's public school

Included in current categorial allocations is money for educa- tion of migrant children in the summer, reading improve- ments, transportation, school lunches and libraries.

sisters also

Los Angeles Times
Part I—Wed., Dec. 22, 1971

Reagan Signs Private School Aid Legislation

BY JERRY GILLAM
Times Staff Writer

SACRAMENTO — Gov. Reagan Tuesday signed

LEGISLATORS FIRM ON PAROCHIAL AID

G.O.P. Leaders Will for Plan to Grant Fu to Nonpublic Schoo

By WILLIAM E. FARR
Special to The New York Times

ALBANY, Jan. 11 — The islature and Governor Roc ler are expected to try another way to provide $33-million in state fund would have gone to par schools this year under a law declared unconstitu today by a three-judge F Court.

Prominent members

Sacred Heart Nuns Closing 2 Schools

San Diego Union Staff Dispatch

LA MESA — Sacred Heart Greenfield Hills elementary and high schools will be closed in June despite the fact that parents and supporters have raised $120,000 to offset finan cial problems.

Although finances are a part of the problem, the main rea son for shutting the schools is the decreasing availability of teaching nuns.

TO RETURN FUNDS

Our problem still remains one of religious staffing," said

Sister Claire of the schools released yes

Status of Catholic Scho In Archdiocese Improve

Catholic Aide Sees No More School Closings

By THERESA A. GLAB

Parochial aid ruling perils schools here

By Karen Hasman

"terrible blow for low- parents."

d schools will have to oney through higher r parish fund-raising

PREPARED state- Cardinal Cody, of Chicago, said he eed that the bills d for a techni-

was "confident" would pass and that coming hoolchildren ssue touch- s of our

More court tests of state parochiaid, other bills seen

By Roy Larson

director of the Illi of the American Civil Liberties Monday, however, that and probably other groups, will fight the legislation in the courts. "We want this settled," Lewis

Opposed by ACLU

still before them appear resigned to the schools will receive no probably will have to budgets on the as not be avail-

Call Parochaid Fight Futile

By THOMAS POSTER and WILLIAM REEL

As the state's top legal officials wrestled with the question of whether to appeal a ruling that outlawed $33 million in state aid to nonpublic schools, Catholic educators ac- knowledged yesterday that such a move "would be an exercise in futility."

Rocky Vows Help in Another Way

By BELT SHANAS

in parochial school aid barred by the courts, Gov. administration would draft a parochial

Official Says Catholic Tuitions To Hinge on Guidelines, State Aid

William P. Gallagher, assis tant superintendent for County Catholic the amount then the schools will know whether they can receive state aid under New York State's new parochial aid plan, cur- rently being challenged in by groups opposing state schools.

that, in budgeting next school year, County would prob- the Syracuse Diocese spending for schools expenditures for an and secondary would be limited to 66 of a parish's income the new plan.

had been some doubt whether these guidelines apply to Broome Coun- operating under a central financing plan whereby the costs of all schools are pooled among the 30 parishes in the county.

Gallagher said that the new diocese-wide study of pro- grams, personnel, finances, physical facilities and commu- nity relations of the Catholic schools probably would result in more sharing of personnel and resources in the Broome County schools.

Consolidation of schools was also a possibility, he said. In- stead of five schools in an area with grades kindergarten through eight, there could be two schools, one with grades kindergarten through four, the other with grades five thru eight, he said.

Catholic schools in Broome to stay open despite crunch

with state funds have been de clared unconstitutional in oth er states and he expects the same to happen in New York.

"Without additional state aid it looks discouraging," Mr. Gallagher said. "But we haven't given up on that yet."

He said the diocese is seek ing an aid law that will the constitutionality te

Robinson not for us to make up to the state

the law and the pub- said Mrs. Lewis, who plaintiff in the the tide has

ICHS Fund Drive Launched

Goal Is $40,000 By Jan. 20

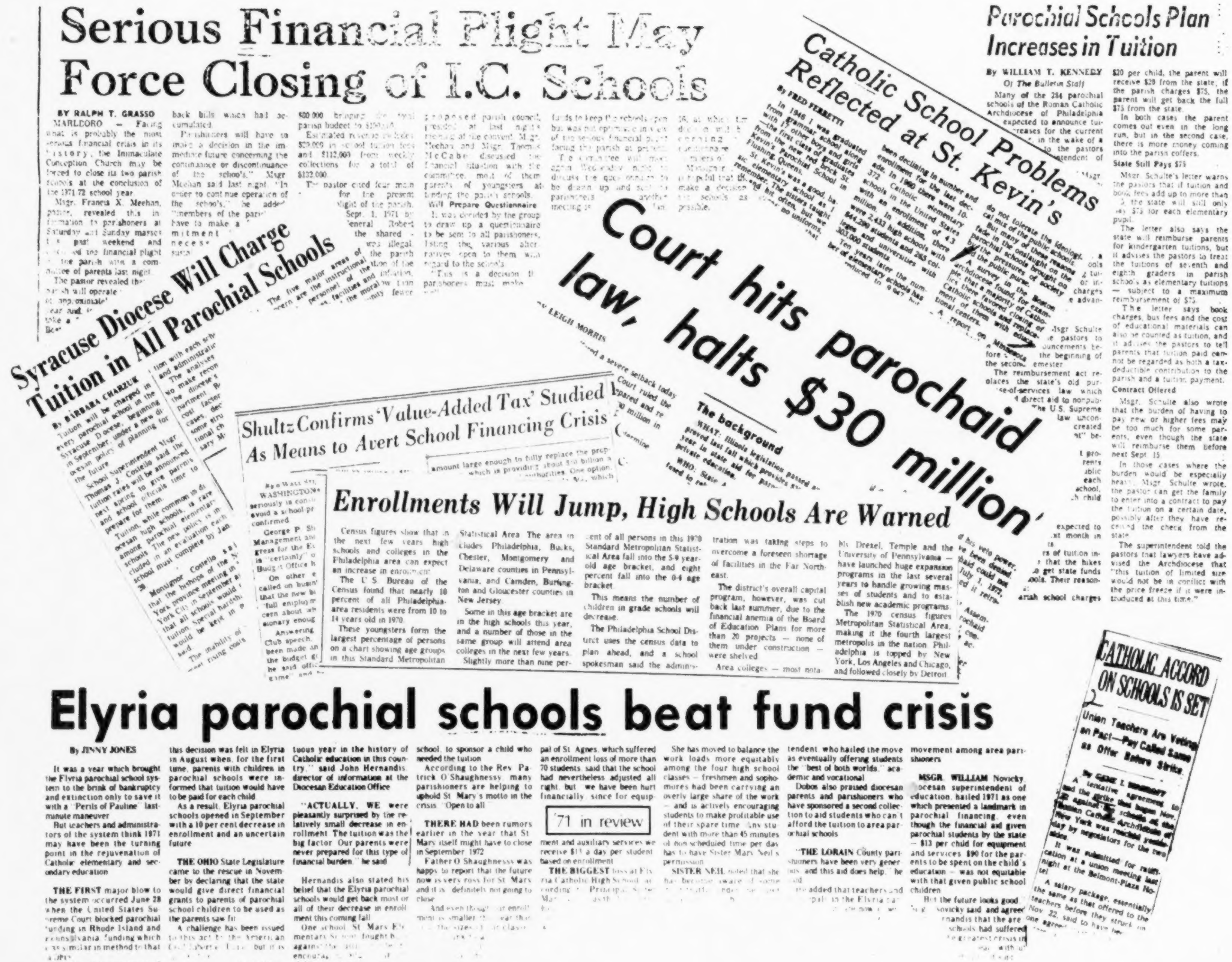
A group of Immaculate Conception Church parishioners has launched a fund-raising drive aimed at enabling Celina's parochial high school to remain in operation beyond the end of the 1971-72 school year. A spokesman reported that they have established a goal of $40,000 and emphasized that

several possible means of providing indirect aid to parochial schools that would circumvent recent Supreme Court rulings banning such aid on a direct basis.

In addition, the spokesman said, the $40,000 would be spent only as needed in the school's operation and would be

and senior classes at ICHS have pledged substantial donations, using funds that had been earmarked for next year's

MRS. PRESENT



Serious Financial Plight May Force Closing of I.C. Schools

BY RALPH T. GRASSO

MARLBORO — Facing what is probably the most serious financial crisis in its history, the Immaculate Conception Church may be forced to close its two parish schools at the conclusion of the 1971-72 school year.

Msgr. Francis X. Meehan, pastor, revealed this information to parishoners at Saturday and Sunday masses this past weekend and discussed the financial plight of the parish with a committee of parents last night.

The pastor revealed the parish will operate
of approximate
year and
take a
Bo

back bills which had accumulated.

Parishoners will have to make a decision in the immediate future concerning the continuance or discontinuance of the school's," Msgr. Meehan said last night. "In order to continue operation of the school's," he added, "members of the paris
have to make a
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$80,000 bringing the total parish budget to

Estimated revenue includes $20,000 in school tuition fees and $112,000 from weekly collections for a total of $132,000.

The pastor cited four main
for the present plight of the parish.
Sept. 1, 1971 by
General Robert
the shared
was illegal.
the parish
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proposed parish council, presided at last night's meeting at the convent. Msgr. Meehan and Msgr. Thomas McCabe discussed the financial situation with the committee, most of them parents of youngsters attending the parish schools.

Will Prepare Questionnaire

It was decided by the group to draw up a questionnaire to be sent to all parishoners, listing the various alternatives open to them with regard to the schools.

"This is a decision the parishoners must make

funds to keep the schools open but was not optimistic in view of the serious financial plight facing the parish at present.

The committee will meet again Wednesday night to discuss the questionnaire to be drawn up and sent to parishoners
another
meeting
16, at which time
decision will be
concerning
questionnaire
members of
Monsignor
is hopeful that the
make a decision
the schools as
possible.

Catholic School Problems Reflected at St. Kevin's

By FRED FERRETTI

In 1946 I was graduated from grammar school along with 17 other boys and girls —the first class of graduates from the new red brick St. Kevin's Parochial School in Flushing, Queens.

St. Kevin's was a good, basic elementary school as I remember. The sisters taught and hit often, but we wore no uniforms.

been declining in number and enrollment for the last decade. In 1960 there were 10,372 Catholic elementary schools in the United States with an enrollment of 4.3 million. In addition, there were 2,433 high schools with 844,299 students and 265 colleges and universities with 303,000 students.

Ten years later the number of elementary schools has reduced to 9,947

do not tolerate the ideological mix of the public schools.

But many of these reasons fade in the onslaught on the parochial schools brought on by the pressures of society and the public purse.

A survey in the Boston archdiocese found, for example, that a majority of Catholics there favored closing of Catholic schools and replacement of them with educational centers.

A report on Minnesota

Parochial Schools Plan Increases in Tuition

By WILLIAM T. KENNEDY
Of The Bulletin Staff

Many of the 284 parochial schools of the Roman Catholic Archdiocese of Philadelphia
expected to announce tui-
creases for the current
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Msgr. Schulte
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the beginning of the second semester.

The reimbursement act replaces the state's old pur-
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direct aid to nonpub-
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$20 per child, the parent will receive $20 from the state; if the parish charges $75, the parent will get back the full $75 from the state.

In both cases the parent comes out even in the long run, but in the second case, there is more money coming into the parish coffers.

State Still Pays $75

Msgr. Schulte's letter warns the pastors that if tuition and book fees add up to more than $75, the state will still only pay $75 for each elementary pupil.

The letter also says the state will reimburse parents for kindergarten tuitions, but it advises the pastors to treat the tuitions of seventh and eighth graders in parish schools as elementary tuitions — subject to a maximum reimbursement of $75.

The letter says book charges, bus fees and the cost of educational materials can also be counted as tuition, and it advises the pastors to tell parents that tuition paid cannot be regarded as both a tax-deductible contribution to the parish and a tuition payment.

Contract Offered

Msgr. Schulte also wrote that the burden of having to pay new or higher fees may be too much for some parents, even though the state will reimburse them before next Sept. 15.

In those cases where the burden would be especially heavy, Msgr. Schulte wrote, the pastor can get the family to enter into a contract to pay the tuition on a certain date, possibly after they have received the check from the state.

The superintendent told the pastors that lawyers have advised the Archdiocese that "this tuition of limited size would not be in conflict with the price freeze if it were introduced at this time."

Court hits parochaid law, halts $30 million

By LEIGH MORRIS

a severe setback today
Court ruled the
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The background

WHAT: Illinois legislation passed and approved last fall which provides $
year in state aid for paro
private education.

WHO: State
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Syracuse Diocese Will Charge Tuition in All Parochial Schools

By BARBARA CHARZUK

Tuition will be charged in every parochial school in the Syracuse Diocese, beginning in September, under a new diocesan policy of planning for the future.

School Superintendent Msgr. Thomas J. Costello said the tuition rates will be announced next spring to give parents and school officials time to prepare for them.

Tuition, while common in diocesan high schools, is rare among parochial elementary schools. The new policy is included in an evaluation each school must complete by Jan. 28.

Monsignor Costello said that the bishops of the New York province meeting in New York City in September agreed that all schools would charge tuition. Special hardship would be kept in
said.

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rising costs

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The five major areas of concern are the instructional personnel of the
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Shultz Confirms 'Value-Added Tax' Studied As Means to Avert School Financing Crisis

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Enrollments Will Jump, High Schools Are Warned

Census figures show that in the next few years high schools and colleges in the Philadelphia area can expect an increase in enrollment.

The U.S. Bureau of the Census found that nearly 10 percent of all Philadelphia-area residents were from 10 to 14 years old in 1970.

These youngsters form the largest percentage of persons on a chart showing age groups in this Standard Metropolitan Statistical Area. The area includes Philadelphia, Bucks, Chester, Montgomery and Delaware counties in Pennsylvania, and Camden, Burlington and Gloucester counties in New Jersey.

Some in this age bracket are in the high schools this year, and a number of those in the same group will attend area colleges in the next few years.

Slightly more than nine percent of all persons in this 1970 Standard Metropolitan Statistical Area fall into the 5-9 year-old age bracket, and eight percent fall into the 0-4 age bracket.

This means the number of children in grade schools will decrease.

The Philadelphia School District uses the census data to plan ahead, and a school spokesman said the administration was taking steps to overcome a foreseen shortage of facilities in the Far Northeast.

The district's overall capital program, however, was cut back last summer, due to the financial anemia of the Board of Education. Plans for more than 20 projects — none of them under construction — were shelved.

Area colleges — most notably Drexel, Temple and the University of Pennsylvania — have launched huge expansion programs in the last several years to handle growing masses of students and to establish new academic programs.

The 1970 census figures Metropolitan Statistical Area, making it the fourth largest metropolis in the nation. Philadelphia is topped by New York, Los Angeles and Chicago, and followed closely by Detroit

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Elyria parochial schools beat fund crisis

By JINNY JONES

It was a year which brought the Elyria parochial school system to the brink of bankruptcy and extinction only to save it with a "Perils of Pauline" last-minute maneuver.

But teachers and administrators of the system think 1971 may have been the turning point in the rejuvenation of Catholic elementary and secondary education.

THE FIRST major blow to the system occurred June 28 when the United States Supreme Court blocked parochial funding in Rhode Island and Pennsylvania, funding which was similar in method to that

this decision was felt in Elyria in August when, for the first time, parents with children in parochial schools were informed that tuition would have to be paid for each child.

As a result, Elyria parochial schools opened in September with a 10 per cent decrease in enrollment and an uncertain future.

THE OHIO State Legislature came to the rescue in November by declaring that the state would give direct financial grants to parents of parochial school children to be used as the parents saw fit.

A challenge has been issued to this act by the American Civil Liberties Union, but it is

tuous year in the history of Catholic education in this country," said John Hernandis, director of information at the Diocesan Education Office.

"**ACTUALLY, WE** were pleasantly surprised by the relatively small decrease in enrollment. The tuition was the big factor. Our parents were never prepared for this type of financial burden," he said.

Hernandis also stated his belief that the Elyria parochial schools would get back most or all of their decrease in enrollment this coming fall.

One school, St. Mary Elementary School, fought b
against
encoura
children

school, to sponsor a child who needed the tuition.

According to the Rev. Patrick O'Shaughnessy, many parishioners are helping to uphold St. Mary's motto in the crisis: "Open to all."

THERE HAD been rumors earlier in the year that St. Mary itself might have to close in September 1972.

Father O'Shaughnessy was happy to report that the future now is very rosy for St. Mary and it is "definitely not going to close."

And even though our enrollment is smaller

'71 in review

pal of St. Agnes, which suffered an enrollment loss of more than 70 students, said that the school had nevertheless adjusted all right, but "we have been hurt financially, since for equipment and auxiliary services we receive $13 a day per student based on enrollment."

THE BIGGEST loss at Elyria Catholic High School, according to Principal Sister Mary

She has moved to balance the work loads more equitably among the four high school classes — freshmen and sophomores had been carrying an overly large share of the work — and is actively encouraging students to make profitable use of their spare time. Any student with more than 45 minutes of non-scheduled time per day has to have Sister Mary Neil's permission.

SISTER NEIL noted that she has become aware of some

tendent, who hailed the move as eventually offering students the "best of both worlds," academic and vocational.

Dobos also praised diocesan parents and parishoners who have sponsored a second collection to aid students who can't afford the tuition to area parochial schools.

"**THE LORAIN** County parishoners have been very generous, and this aid does help," he said.

He added that teachers and
the Elyria

movement among area parishoners.

MSGR. WILLIAM Novicky, diocesan superintendent of education, hailed 1971 as one which presented a landmark in parochial financing, even though the financial aid given parochial students by the state — $13 per child for equipment and services, $90 for the parents to be spent on the child's education — was not equitable with that given public school children.

But the future looks good, Msgr. Novicky said and agreed with Hernandis that the area schools had suffered the greatest crisis in

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CATHOLIC ACCORD ON SCHOOLS IS SET

Union Teachers Are Voting on Pact—Pay Called Same as Offer Before Strike

A tentative agreement to end the strike that began Nov. 22 against schools of the Roman Catholic Archdiocese of New York was reached yesterday by negotiators for the two sides.

It was submitted for ratification at a union meeting last night at the Belmont-Plaza Hotel.

A salary package, essentially the same as that offered to the teachers before they struck on Nov. 22, said to have

SCHOOL CLOSING

Name and Place	Reason for Closing	Reference
Sacred Heart Academy St. Louis, Missouri	Shortage of Nuns for faculty. Spiraling cost. Limited enrollment.	St. Louis Missouri Globe Democrat— 12/6/71
St. John Baptist School Cleveland, Ohio	25% drop in enrollment. Inadequate tuition payments. Parish collections & support to schools dwindled drastically.	Catholic Universe Bulletin Cleveland, Ohio 11/12/71
Norton School Norton, Connecticut	Unable to staff school by Society of Sacred Heart. Financial strains.	New York, New York Times 12/3/71
El Cajon, California (A) Portsmouth, Rhode Island		Redwood City, California Tribune 12/1/71
Sacred Heart Catholic Schools Oelween, Iowa	Study underway to close schools for reasons listed above (A), plus lack of confidence by parents in Catholic education.	Oelween, Iowa Register 11/23/71
Schools in New Bedford, Massachusetts, Closed	Regionalization of school system. Financial problems.	New Bedford, Massachusetts Standard Times 11/10/71
6 schools in Monterey Diocese, California 2 schools in Oakland Diocese, California	Lack of funds.	Livermore, California Herald & News 11/27/71
St. Joseph on the Brandywine Wilmington, Delaware	No nuns. (To close 6/'72)	Wilmington, Delaware Evening Journal 1/11/72
Sacred Heart Greenfield Hills E. El Cajon, California Elementary & High Schools	Finances part of problem. Main Reason: Decreasing availability of teaching nuns. (To close 6/'72)	San Diego, California Union 12/22/71
Immaculate Conception Church Marlboro, Massachusetts	May be forced to close its 2 parish schools. Financial problems, lack of nuns.	Marlboro, Massachusetts Enterprise 12/20/71
St. Kevins Flushing Queens, New York	Widespread money pinch may force school to close.	New York, New York Times 1/10/72
Boston, Archdiocese Boston, Massachusetts	Survey in Boston Archdiocese indicates that majority of Catholics favored closing Catholic Schools and replacing them with educational centers.	New York, New York Times 1/10/72

REORGANIZATION

Place	New Features or Reasons	Reference
Indianapolis, Indiana	District boards to develop plans to strengthen plans on district and parish level. Compensation of lay teachers up to 90% of public teachers. Policies to govern pay to para-professionals.	Indianapolis, Indiana News 12/1/71
Church School in Cities: New York Chicago Philadelphia Pittsburgh Detroit	Heavily black. Non-Catholic a. drop religion as formal classroom subject. b. refer to themselves as "community" schools. Financially troubled, support by Diocese required.	Catholic Star Herald Camden, New Jersey 12/17/71
Spokane, Washington	Consolidation of schools due to: Financial difficulties of some parishes. Drop in religious order teachers 27 to 22 in 1972. Old buildings and facilities at some schools.	
New Bedford, Massachusetts	Favored some form of city-wide parochial school board to consolidate educational and financial efforts.	New Bedford, Massachusetts Standard Times 12/16/71
Menominee, Michigan	Commission proposes parish consolidation.	Menominee, Michigan Herald-Leader 1/6/72
Curady, Wisconsin	Consolidation of Catholic Boys schools considered.	Curady, Wisconsin Reminder 1/6/72
Belleville, Illinois	Catholic high schools merge.	Belleville, Illinois News-Democrat 1/12/72

FINANCIAL AID

Place	Action	Reference
Vincennes, Indiana	$50,000 offered anonymously to match funds donated to assist the Vincennes Catholic School System. $150,000 is goal of fund drive.	Evansville, Indiana Press 12/2/71
Barrington, Vermont	City of Bennington, Vt. voted to approve aid to Catholic Schools (20,000) under bill H-103 passed by Vermont Legislature.	Burlington, Vermont Vermont Catholic Tribune 10/20/71
Chicago, Illinois	Archdiocese of Chicago has developed books, shades, films, pamphlets about their schools to present to parishioners to solicit for funds for schools.	Chicago, Illinois New World 11/19/71
Celina, Ohio	Immaculate Conception Church. Parishioners have launched fund-raising drive aimed at keeping high schools open.	Celina, Ohio Standard 12/24/71
Elyria, Ohio	Some Diocesan parents and parishioners have sponsored a second collection to aid students who cannot afford the tuition to area parochial schools. Also, adults with no children, or with no children in school, are encouraged to sponsor a child.	Elyria, Ohio Chronicle-Telegram 12/28/71

TEACHER PROBLEMS

Place	Problem	Solution	Reference
San Francisco, California	12 lay teachers sit in schools over salary schedules ($35,000 needed). 90 of 165 lay teachers on strike since Nov. 15, 1971. Since strike began lay teachers have affiliated with American Federation of Teachers AFL-CIO. Teachers have gone to NLRB.	Arrest & Jail of 12 teachers. Use of substitute teachers. Teachers have gone back to work without settlement 12/10/71. Mayor attempted to settle strike.	San Francisco Examiner 12/4/71 12/7/71
Naussau & Suffolk, Long Island, New York	Lay teachers threaten strike over salary demands ($900-$1000 increase).	Bargaining in progress.	Garden City, New York Newsday 12/2/71
New York City	Lay teachers strike in New York City. 1400 of 2800 lay teachers in the Archdiocese of New York Members of Federation of Catholic Teachers, AFL-CIO— present salary range: $6,600-$9,600 for elementary $7,200-$13,000 high school $5,500-$5,800 without degrees. Want range of: $8,500-$15,400 with degrees. $6,400-$8,000 without degrees.	Issues are wages and parity with public school teachers.	New York Times 11/22/71
San Mateo, California	7 Priests strike in support of lay teachers who are striking.	Issues are layman control of education. Financial situation evaluation. Evaluation of Catholic education.	Redwood City, California Tribune 11/23/71
Archdiocese of New York	Members of the Federation of Catholic Teachers picket in N.Y.: strike settled on original offer of association of Catholic Schools. Starting salary raised from $7,200 to $7,600.		New York, New York Times 12/25/71

ENROLLMENT PROBLEMS

Place	Enrollment—Decline	Reasons for Decline	Reference
Virginia	Enrollment in Catholic schools in state of Virginia has declined by 11,000 (30%) in last 5 years.	Religious committees could not staff schools. Parishes could not support them. Decreasing birth rate.	Richmond, Virginia News Leader 11/26/71
U. S. A.	Enrollment in Fall of 1971—3,968,000 versus high water mark 5,600,000.	Cost of lay teachers as nuns, priests, etc. opt for other vocations.	Hicksville, New York Centre Island-News 11/23/71
Detroit, Michigan	Enrollment 27% less than one year ago in grade schools, 20% less in high schools.	Parochial schools aren't what they used to be in regards to Catholic doctrine and tradition.	
Pueblo, Colorado	21 Catholic schools closed, 75% decrease in enrollment.	In inner-cities flight of white Catholic groups to suburbs.	
St. Paul, Minnesota Minneapolis, Minnesota	Catholic school enrollment down 10.8%.	Population drop.	St. Paul, Minnesota Dispatch 11/5/71

FINANCE

Place	Problem	Solution	Reference
Denver, Colorado	Deficit in funds. Schools may have to close.	Archbishop allocates $200,000 to schools so that they could remain open for 1972-73.	Denver, Colorado Rocky Mt. News 12/9/71
Louisville, Kentucky Flaget High School	Financial troubles—possible school closing.	Payment of back tuition. Pre-registration fees. Request students help raise funds.	Louisville, Kentucky Times 12/1/71
Catholic Diocese of Greensburg, Pennsylvania (Pittsburgh Area)	Financial problems—Pittsburgh area schools.	$257,000 paid out fiscal 7/1/70-6/30/71 to keep schools in operation.	Monessen, Pennsylvania Valley Independent 12/4/71
New York City	Estimated deficit for Catholic schools by 1972 is $31.4 million.		New York Times 11/28/71
Joliet, Illinois	Deficit for fiscal year ended 6/30/71 for Catholic schools $500,000.		Joliet, Illinois Herald News 11/16/71
Catholic Private School System	Rising financial problem due to growing trend in employing lay teachers rather than members of clergy.		Colorado Springs, Colorado 12/26/71
Archdiocese of New York	Catholic parishes are just scraping by.	Catholics of moderate to high income to donate their fair share (5% to 6%) of net income.	New York, New York News 1/2/72
New Bedford Catholic Schools	Schools in deep financial trouble.	Consolidation of educational and financial efforts.	New Bedford, Massachusetts Standard Times 12/26/71
Diocese of Syracuse	Financial problems.	Consolidation of Schools.	Binghamton, New York Press 12/21/71
Norfolk Catholic High School	High operating expense.	Fund-raising campaign.	Norfolk, Virginia Ledger-Star 1/6/72
Catholic School National	Financial crisis.	Value added tax.	New York Wall Street Journal 1/7/72

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STATE AID TO CATHOLIC SCHOOLS

Place	Aid Provisions	Reference
Illinois	Illinois Supreme Court heard argument 12/13/71 on constitutionality of $30 million state program to aid Roman Catholic and other private schools.	Chicago, Illinois News 12/13/71
Hartford, Connecticut	Catholic school officials of Hartford, Connecticut may decline to return $450,000 of state aid. Act giving state aid to non-public schools was declared unconstitutional.	Hartford, Connecticut Courant 12/3/71
Connecticut	State has recouped on $150,000 of $1.5 million paid to 180 non-public schools before act declared unconstitutional.	Hartford, Connecticut Times 11/26/71
New Jersey	New Jersey Assembly passed a $9.5 million parochial school and measure $60 million to public education. Gov. Cahill signed bill 12/7/71.	Trenton, New Jersey
Ohio	12/20/71—became first state in the nation to offer direct payments to parents who pay tuition to parochial schools. They will be eligible for up to $45 a semester per child, up to $90 a year.	Lorain, Ohio Journal 12/20/71
California	12/21/71—Gov. Reagan signed into law a major bill to permit private school students to use state-supplied elementary textbooks and attend certain public high school classes.	Los Angeles, California Los Angeles Times 12/22/71
Pennsylvania	Parent—Reimbursement Act for non-public schools. Up to $75 for each elementary school pupil and up to $150 for each secondary school pupil.	Philadelphia, Penna. Evening Bulletin
New York	Law providing $33 million declared unconstitutional.	New York, New York Times 1/12/72
Illinois	Supreme Court refused to allow the release of $30 million in state aid.	Chicago, Illinois Chicago Today 1/17/72
Denver, Colorado	Limited amount of state aid to non-public schools was recommended to Governor by special study committee.	Denver, Colorado Post 12/24/71

FINANCIAL STATUS OF CHURCH

Place	Financial Condition	Reference
Washington, D.C.	Washington, D.C. Archdiocese announced a deficit for fiscal year ended June 30, 1971 of $512,857 primarily due to rising costs. The Archdiocese has been subsidizing schools for only three years.	Washington, D.C. Star 11/26/71
Baltimore	Archdiocese of Baltimore is poor in cash—$1,650,000 deficit last year. Rich in assets (land, buildings, equipment —$40,000,000).	Baltimore, Maryland Morning Sun 12/3/71

TUITION ACTION

Place	Tuition Action	Reference
Allentown Diocese	Elementary schools may soon have to charge tuition. Maximum tuition of $7.50 per month will be permitted in previous tuition fee elementary schools.	Hazleton, Pennsylvania Standard-Speaker
Syracuse Diocese	Beginning in September tuition will be charged in every parochial school in Diocese.	Utica, New York Press 12/24/71
York Catholic High School	Adds $25 to Entry fee.	York, Pennsylvania Dispatch 12/17/71
Philadelphia Archdiocese	Expected to announce tuition increase.	Philadelphia, Penna. Evening Bulletin 1/8/72
Broome County Catholic Schools	Introduction of tuition in parish elementary schools. Tuition will run between $25 and $50 with a $100 limit per family.	Binghamton, New York Sun-Bulletin 1/22/72
Peoria, Illinois	Tuition payments overdue (224).	Peoria, Illinois Evening Journal Star 12/7/71
New York City	Elementary Tuition $150/family Secondary $450/child	New York Times 11/24/71

FEDERAL AID

Place	Aid—Action	Reference
Washington, D.C.	Catholic Bishops back tax credit plan. Taxpayers could deduct ½ of tuition cost and books from income tax.	Washington, D.C. Post-Times Herald 11/16/71
Washington, D.C.	U.S. Commissioner of Education opposed parochial tax credit plan and knew of no legal means to allocate public funds to non-public schools or to parents whose children attended non-public schools.	New York Times 11/18/71
Miami, Florida	Catholic schools are going to have to be supported by the Catholic community. U.S. aid will be no cure for school problems, 250 Catholic superintendents told at Nat. Cath. Educ. Assoc. Meeting in Miami 10/17-10/22/71.	Miami, Florida The Voice 10/22/71

APPENDIX 6-2

SUMMARY
OF
LEGISLATION AFFECTING EDUCATION

PROVIDED BY
UNITED STATES CATHOLIC CONFERENCE
OFFICE OF GOVERNMENT LIASON
1312 MASSACHUSETTS AVENUE, N.W.
WASHINGTON, DISTRICT OF COLUMBIA
EDITOR: MARY T. SCARINCI

THE
REPORT OF THE
ARCHDIOCESAN ADVISORY COMMITTEE
ON THE
FINANCIAL CRISIS OF CATHOLIC SCHOOLS
IN PHILADELPHIA AND SURROUNDING COUNTIES

Issue No. 3
December 22, 1971

Government Liaison Office
Mary T. Scarinci—Editor

EDUCATION

Bill	Nature of Bill	Congressional Action
H.R. 41 (Perkins)	Extends for five additional years the authorization for programs under the Elementary and Secondary Education Act of 1965, and related programs.	*House:* Pending in Education and Labor Cmte.
H.R. 128 Schoolchildren's Assistance Act (Delaney)	Tuition voucher proposal; authorizes an annual financial grant for two years to each child attending public or nonpublic schools.	*House:* Pending in General Education Subcmte.
S. 1557 "Emergency School Aid and Quality Integrated Education Act of 1971"	Assists school districts to meet special problems incident to desegregation and to the elimination, reduction, or prevention of minority group isolation, in elementary and secondary schools; refocuses school integration efforts on the educational needs of children and and on the most hopeful ways to meet those needs.	*Senate:* Passed 4/26/71. *House:* Committee considered bill in markup of House bill, H.R. 2266.
H.R. 2266 "Emergency School Aid Act of 1971" (Bell) (Adm bill)	(Similar to H.R. 19446 of the 91st Congress.)	*House:* Committee ordered favorably reported 10/19/71 (H. Dept. 92-576). Suspension failed 11/1/71. Included in H.R. 7248.
H.R. 10338 "Emergency School Aid Act" (Ford, Wm.)	Assists local educational agencies to provide quality education programs in elementary and secondary schools and to meet special problems incident to desegregation, and to eliminate, reduce, or prevent racial isolation in elementary and secondary schools. (Includes set-aside and bypass for nonpublic school children.)	*House:* Referred to General Education Subcmte.
H.R. 10405 "National Quality Education Act of 1971" (Green)	Assures quality education for all children by establishing a partnership of cooperation in education between the Federal, State, and local governments. (Includes set-aside and bypass for nonpublic school children.)	*House:* Referred to General Education Subcmte.
H.R. 12367 "Quality School Assistance Act of 1972" (Ford, Wm.)	Assists local educational agencies to provide quality education programs in elementary and secondary schools; includes set-aside but bypass inadvertently omitted.	*House:* Referred to Committee on Education and Labor.
H.R. 44 "Elementary and Secondary School Construction Act of 1971" (Perkins)	Increases educational opportunities throughout the Nation by providing grants for the construction of elementary and secondary schools and supplemental educational centers and for other purposes.	*House:* Pending in General Education Subcmte.

EDUCATION (Continued)

Bill	Nature of Bill	Congressional Action
H.R. 6179 National Partnership in Education (Pucinski)	Authorizes assistance to local educational agencies for the financial support of elementary and secondary education and for other purposes.	*House:* Field hearings held.
S. 1669 Educational Revenue Sharing Act of 1971 (Prouty)	Provides a share of Federal Revenues to the States and to local educational agencies in order to assist them in carrying out education programs in areas of national concern.	*Senate:* Education Subcmte held hearings. (Dr. Ed D'Alessio testified 11/3/71.) Pending Agency Reports.
H.R. 7796 Education Revenue Sharing Act of 1971 (Quie)	Provides a share of Federal Revenues to the States and to local educational agencies in order to assist them in carrying out education programs in areas of national concern.	*House:* Cmte on Education and Labor held a hearing 12/9/71.
S. 1512 Comprehensive Child Development Act of 1971 (Mondale)	Amends OEO Act to provide for a comprehensive child development program at HEW.	*Senate:* Subcmte on Children and Youth held hearings 5/19, 25, 26, 27; recessed subject to call. Principal provisions incorporated in S.2007.
H.R. 10952 (clean bill) "Comprehensive Child Development Act" (Brademas)	Provides a comprehensive child development program in the Department of Health, Education & Welfare.	*House:* Education & Labor Cmte ordered favorably reported, amended 9/23/71, a clean bill, H.R. 10952. Provisions incorporated in H.R. 10351, OEO bill, as passed by House. S.2007 passed in lieu, later vetoed by President.
S. 2898 Amends the Education of the Handicapped Act (Hartke)	Provides tutorial and related instructional services for homebound children through the employment of college students, particularly veterans and other students who are handicapped.	*Senate:* Referred to the Cmte. on Labor & Public Welfare. Reports requested from HEW, GAO, and OMB.
S. 2233 (Prouty)	Authorizes the Secretary of HEW to conduct a study of financing post-secondary education.	*Senate:* Referred to Labor & Public Welfare Cmte. Comparable provisions incorporated in S. 659.
H.R. 7429 Occupational Education Act of 1971 (Quie)	Assures every American an opportunity for postsecondary occupational education by providing financial assistance.	*House:* General Education Subcmte. held hearings; incorporated in H.R. 7248.
H.R. 7988 "The Ethnic Heritage Studies Act of 1971" (Pucinski)	Establishes a program to improve the opportunity of students in elementary and secondary schools to study cultural heritages of the major ethnic groups in the nation.	*House:* General Education Subcmte. approved a clean bill, H.R. 7988, 5/4/71, for full Cmte. Full Cmte. markup 6/17/71. Included in Higher Education Bill, H.R. 7248. Rejected on floor 11/4/71.
S. 23 "The Ethnic Heritage Studies Centers Act of 1971" (Schweiker)	Provides a program to improve opportunity for the study of cultural heritages of all ethnic groups in the nation; amends Higher Education Act.	*Senate:* Education Subcmte. held hearings 4/20,21; (Msgr. Baroni and Luis A. Velarde testified 4/20/71). Incorporated in S. 659.

EDUCATION (Continued)

Bill	Nature of Bill	Congressional Action
H.R. 7586 Amends Cabinet Committee on Opportunities for Spanish-Speaking People (Holifield)	Authorizes appropriations for two additional years.	*Passed:* President signed bill, 8/16/71, (P.L. 92-122).
H.R. 5257 Amends the National School Lunch Act (Perkins)	Provides funds and authorities to the Dept. of Agriculture for the purpose of providing free or reduced-price meals to needy children.	*Passed:* President signed bill, 6/30/71, (P.L. 92-32).
H.J. Res. 923 National School Lunch Act (Perkins)	Assures that every needy school child will receive a free or reduced price lunch as required by Section 9 of the National School Lunch Act.	*Passed:* President signed bill, 11/5/71, (P.L. 92-153).
S.J. Res. 163 (Mondale)	Assures needy children free or reduced-price lunch.	*Senate:* Substituted S.J. Res. 157, subsequently adopted H.J. Res. 923.
H.R. 5291 "Child Nutrition Act of 1971" (Perkins)	Establishes a universal food service and nutrition education program for children.	*House:* General Education Subcmte. held hearings 6/7/71, 6/22/71; adjourned subject to call.
H.R. 9098 "Child Nutrition Act of 1966" (Perkins)	Extends and amends the Child Nutrition Act.	*House:* Cmte. passed a clean bill, H.R. 9098 in lieu of H.P. 7934; subsequently language was added to HR. 5257.
S. 2593 "Universal Child Nutrition and Nutrition Education Act of 1971" (Humphrey)	Establishes a comprehensive national program of child nutrition and nutrition education.	*Senate:* Pending in Agricultural Research Subcmte. Awaiting report from Dept. of Agriculture.
S.J. Res. 21 (Anderson)	Provides for the appropriation of funds to assist school districts adjoining or in the proximity of Indian reservations, to construct elementary and secondary schools and to provide proper housing and educational opportunities for Indian children attending these public schools.	*Senate:* Pending in Indian Affairs Subcmte.
S. 1401 (Jackson)	Establishes a national Indian education program by creating a National Board of Regents for Indian Education, and for other purposes.	*Senate:* Indian Affairs Subcmte. concluded hearings 7/22/71.
S. 2482 "Indian Education Act of 1971" (Pell)	Authorizes financial support for improvements in Indian education, and for other purposes.	*Senate:* Passed 10/8/71. *House:* Pending in Committee.
H.R. 919 "Teachers' Sabbatical Leave Act" (Mink)	Establishes a Federal sabbatical program to improve the quality of teaching in the Nation's elementary and secondary schools.	*House:* Pending in Special Subcmte. on Education.

EDUCATION (Continued)

Bill	Nature of Bill	Congressional Action
H.R. 9488 "Mobile Teachers' Retirement Assistance Act" (Perkins)	Improves education by increasing the freedom of the Nation's teachers to change employment across State lines without substantial loss of retirement benefits through establishment of a Federal-State program.	*House:* Pending in General Labor Subcmte.
H.R. 33 and H.R. 3606 National Institute of Education (Brademas)	Establishes a National Institute of Education.	*House:* Select Subcmte. on Education held hearings. Incorporated in H.R. 7248.
S. 434 "National Institute of Education Act" (Prouty) (Adm. Bill)	Establishes a National Institute of Education.	*Senate:* Education Subcmte. completed hearings. Comparable provisions incorporated in S. 659.
H.R. 2356 (Perkins)	Establishes an executive department to be known as the Dept. of Education, and for other purposes.	*House:* Pending before Subcmte. of the Government Operations Cmte.
H.R. 5710 "Department of Education and Manpower Act" (Quie)	Establishes a Dept. of Education and Manpower.	*House:* Pending before Subcmte. of the Cmte. on Government Operations.
H.R. 6233 (Erlenborn)	Authorizes a White House Conference on Education.	*House:* Pending in General Subcmte. on Education.
H.R. 4916 Educational Technology Act (Brademas) S. 2011 (Eagleton)	Improves educational quality through effective utilization of educational technology.	*House:* Select Subcmte. on Education held hearings 5/5/71.
S. 276 "Environmental Career Fellowships Act" (Nelson)	Authorizes the Commissioner of Education to award fellowships to persons preparing for environmental careers.	*Senate:* Subcmte. on Education completed hearings. Comparable provisions incorporated in S. 659.
H.R. 5292 Adult Education Opportunity Act (Pucinski)	Makes possible appropriate, economical, and accessible learning opportunities for all adults.	*House:* Referred to General Education Subcmte.
S. 1037 Adult Education Opportunity Act (Williams)	Companion bill to H.R. 5292.	*Senate:* Pending in Labor and Public Welfare Cmte. Reports requested from HEW, GAO, OMB. GAO report rec'd 5/6/71.
S. 1062 "National Foundation for Higher Education Act of 1971" (Javits)	Establishes a National Foundation for Higher Education, and for other purposes.	*Senate:* Subcmte. on Education completed hearings. Comparable provisions incorporated in S. 659.
H.R. 5192 National Foundation for Higher Education Act (Quie)	Commitment for continued innovation and growth in quality higher education.	*House:* Incorporated in H.R. 7248, but deleted on House floor.

EDUCATION (Continued)

Bill	Nature of Bill	Congressional Action
S. 659 "Education Amendments of 1971" (Pell)	Landmark bill. Revises higher education legislation; extends for 3 years the vocational education legislation, and incorporates: The National Institute for Education and the National Foundation for Higher Education; amends oversight in operation of OE. Provides for Ethnic Heritage Studies.	*Senate:* Passed amended 8/6/71. *House:* Passed in lieu of H.R. 7248. House requested conference, 11/8/71. Referred to Labor & Public Welfare Cmte., 11/24/71. *Senate:* Reported a substitute bill 12/3/71.
H.R. 32 Higher Education Amendments (Perkins)	Amends and extends the Higher Education Act of 1965 and other Acts dealing with higher education.	*House:* Special Subcmte. on Education held hearings; in markup. Referred to H.R. 7248.
H.R. 5191 "Higher Education Opportunity Act of 1971" (Quie)	Extends and amends the Higher Education Act of 1965, and for other purposes.	*House:* Special Subcmte. on Education held hearings on this bill and H.R. 32 simultaneously; considered during markup of H.R. 7248; some provisions incorporated.
S. 1123 "Higher Education Opportunity Act of 1971" (Prouty)	Extends and amends the Higher Education Act of 1965, and for other purposes.	*Senate:* Education Subcmte. completed hearings. Comparable provisions incorporated in S. 659.
S. 1073 Improvement of Education Programs Act (Javits)	Consolidates and improves certain programs for higher education and for other purposes.	*Senate:* Education Subcmte. completed hearings. Comparable provisions incorporated in S. 659.
H.R. 7187 Amends Higher Education Act of 1965 (Green)	Establishes a student internship program to offer students practical political involvement with elected officials on the local, State, and Federal levels of government.	*House:* Special Subcmte. on Education held hearings; incorporated in H.R. 7248, but deleted on House floor.
H.R. 7248 "Higher Education Act of 1971" (Green)	Amends and extends the Higher Education Act and other education Acts.	*House:* Passed 11/4/71. Passage vacated in lieu of S. 659. Pending Conference.
H.R. 8 "National Institutional Grants Act" (Miller)	Promotes advancement of science and the education of scientists through a national program of institutional grants to the colleges and universities of the United States.	*House:* Pending in Cmte. on Science and Astronautics.
S. 1072 (Javits)	Amends the Higher Education Facilities Act of 1963 in order to increase the maximum Federal share under such Act to 66 percent in case of certain developing institutions.	*Senate:* Education Subcmte. completed hearings. Comparable provisions incorporated in S. 659.
H.R. 5193 "Higher Education General Assistance Act of 1971" (Quie)	Promotes higher education throughout the Nation by providing general assistance to colleges and universities.	*House:* Special Subcmte. on Education held hearings; markup held. Provisions incorporated in H.R. 7248.

EDUCATION (Continued)

Bill	Nature of Bill	Congressional Action
S. 1339 (Eagleton)	Authorizes the District of Columbia to issue obligations to finance District capital programs; to provide Federal funds for D.C. institutions of higher education and for other purposes.	*Senate:* Pending before Subcmte. on Fiscal Affairs of the D.C. Cmte.
H.R. 710 Amends Title IV of the Higher Education Act of 1965 (Erlenborn)	Establishes a student loan marketing association.	*House:* Special Subcmte. on Education held hearings; markup held. Provisions incorporated in H.R. 7248.
S. 1074 State Higher Education Student Aid Act of 1971 (Javits)	Authorizes assistance to the States in establishing and carrying out programs of higher education student aid.	*Senate:* Education Subcmte. completed hearings. Comparable provisions incorporated in S. 659.
S. 390 "United States Foreign Service Scholarship Program Act" (Dominick)	Amends the Higher Education Act by providing for establishment of a U.S. foreign scholarship program.	*Senate:* Labor & Public Welfare Cmte. ordered reported, (S. Rept. 92-104), 5/12/71. Foreign Relations Cmte. concluded hearings (S. Rept. 92-236), 6/24/71; incorporated in S. 659—withdrawn on Senate floor.
H.R. 6168 Amends the International Education Act of 1966 (Mink)	Provides for the establishment under that Act of an Asian Studies Institute.	*House:* Pending in Select Subcmte. on Education.

APPENDIX 6-3

SUMMARY
OF
LOCAL COOPERATIVE PROGRAMS
BETWEEN THE
PUBLIC AND NON-PUBLIC SCHOOLS

(COMMISSION PROJECT #4—A REVIEW AND
ASSESSMENT OF PUBLIC ASSISTANCE PROGRAMS
FOR NON-PUBLIC SCHOOLS)

prepared by
THE PRESIDENT'S COMMISSION ON SCHOOL FINANCE
by
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THE
REPORT OF THE
ARCHDIOCESAN ADVISORY COMMITTEE
ON THE
FINANCIAL CRISIS OF CATHOLIC SCHOOLS
IN PHILADELPHIA AND SURROUNDING COUNTIES

SUMMARY

"Local assistance to non-public schools takes the form of community based cooperative programs between the public and non-public schools."

"Local cooperative programs only flourish in communities where the political-religious climate is favorable. Such programs by their very design are intended to assist non-public schools. For a limited time and on a limited scale, they accomplish this purpose. But by their very nature they actually become an active mechanism of transition. These programs prepare the community and the public schools for the 'new' students whose arrival they almost inevitably guarantee. In the long term view, they offer very little to today's non-public schools."

There are five basic models of local cooperation: dual enrollment, leased facilities, leased services, shared facilities and shared services, released time.

I. **Dual Enrollment** is defined as "an arrangement whereby a child or youth regularly and currently attends a public school part-time and a non-public school part-time, pursuing part of his elementary or secondary studies under the direction and control of the public school and the remaining part under the direction and control of the non-public school."

There are four basic variations of dual enrollment:

1. **Limited dual enrollment**—". . . pupils are enrolled in one or two courses offered by the public school system." This usually involves 90-300 minutes per week of public instruction.
2. **Partnership dual enrollment**—". . . a 50/50 or half-day dual enrollment program." This usually involves 700-900 minutes of public school instruction per week.
3. **Dual enrollment for religion only**—The student's "principal" school is the public institution, the non-public facility is the "receiving" school but the student receives full public school credit for the "Christian Education" courses.
4. **Dual Enrollment in reverse**
   - A. Type 1—". . . the student's principal school is the public facility and the receiving school is the non-public." ". . . the exchange is not limited to religious instruction but instead the non-public school provides instruction in secular subjects." An NEA study reported that this type is "exceedingly" rare.
   - B. Type 2—". . . involves both limited and partnership dual enrollment with a leased facility arrangement."

"Dual enrollment programs generally have as one of their goals saving money for both the public and non-public sectors. The scenario usually involves a Catholic school facing a financial crisis in a community where a public school could not afford to assimilate all the parochial school youngsters."

The most usual financing method states have of reimbursing local school boards for dually enrolled students is that the local board receives a prorated amount of state aid based on the part-time daily attendance of dually enrolled students.

II. **Leased Facilities** "refers to a type of local cooperative program in which a public school leases either all or part of a non-public school facility. The leased rooms or buildings are used for public school classes and are often operated in conjunction with programs of reverse dual enrollment and leasing of services."

The development of leasing programs is a function of public school demand for and a non-public school supply of space, therefore it is more accurate to consider these programs as a financial arrangement rather than an educational plan.

Three basic variations emerge:
"1) leased facilities for public school use only,
2) leased facilities for dual enrollment purposes, and
3) leased facilities with leased services."

III. **Leased Services** "is an arrangement in which a public school board employs as public school teachers, persons who formerly and generally teach in non-public schools. Such programs usually involve a Roman Catholic sister being hired by the public school to teach public school classes."

"Although technically considered a form of local cooperation, leased service programs are functionally nothing more than a public school policy. The policy does not save the public school money and it aids the Catholic school only indirectly by contributing to the support of the religious teaching orders."

IV. **Shared Facilities and Shared Services**

1. **Shared Facilities** "is a type of local cooperative program in which public and non-public school students use facilities and equipment in each other's schools without the assessment of any rental fees."
2. **Shared Services** "programs involve the public school authorizing their personnel to provide instructional, health or psychological services to non-public school children on the non-public school premises."

LOCAL COOPERATIVE PROGRAMS BETWEEN THE PUBLIC AND NON-PUBLIC SCHOOLS*

In September of 1971, the boys and girls at Arden Public school in Warren, Michigan, will have two-hundred new classmates. These new students will come from the defunct Catholic school next door. Next fall, public school youngsters across the country like their confreres in Arden will have a chance to make many more new friends. The crisis facing non-public education is documented elsewhere. Suffice it to say, non-public education is in trouble. Chapters I, II, and III of this Volume analyze federal and state programs designed to help alleviate this crisis situation. This chapter analyzes for the Commission different types of local or community efforts to aid non-public education.

Local assistance to the non-public schools takes the form of community based cooperative programs between the public and non-public schools. The programs basically involve individual towns and cities across the nation working out programs that give direct and/or indirect benefits to the non-public schools. The history, development, implementation, legality, strengths and weaknesses of the five basic models of local cooperative programs are examined in this chapter. In addition, the future of these programs and their effects on the operation of public and non-public schools are evaluated.

Models of Local Programs of Cooperation

The five basic models of local cooperative programs between the public and non-public sectors analyzed in the following pages are: (1) Dual Enrollment, (2) Leased Facilities, (3) Leased Services, (4) Shared Facilities and Shared Services, and (5) Release Time. A brief description of each of these five models is in order at this point. A more detailed discussion will follow in Part I of what follows.

Dual Enrollment

Bobby Miller studies arithmetic, science and art at John Hill Public Junior High School in Inkster, Michigan (CS:2)† and English, history and religion at St. Norbert's Catholic School. Two-hundred and sixty-five students at Flaget Catholic High School in Louisville, Kentucky (CS:10) study science in classes conducted by the Shawnee Public High School.

Dual enrollment has four basic models and several variations within these basic models. It is by far the most promising type of local cooperative program for a **short-term** solution to the Catholic school crisis.

Leased Facilities

In Ferdinand, Indiana (CS:17) the public school board leases thirty-two of its forty-two classrooms from the Catholic schools. In Centerline, Michigan (CS:6), the public school corporation rents the entire building formerly used as the Catholic school.

Single classrooms, part of buildings and in some cases entire buildings are leased from the non-public school officials for use as public schools. Such arrangements are often the least expensive alternative for acquiring public school facilities; the rental fees generally are of immediate and direct assistance to non-public schools.

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* Co-authored by Joseph P. Ryan

† (CS:-) refers to the detailed case study on the particular community which is contained in Part II.

Leased Services

Forty-two of the seventy-seven public school teachers in the Ferdinand School system are Roman Catholic nuns. The principal of the Tenth Street Public School in Jasper, Indiana (CS:18), is a Catholic nun and twenty-one of the eighty-five elementary school teachers in the public schools of Jasper are Catholic sisters.

Religious teaching orders often provide public school officials with a pool of qualified and experienced personnel. Leasing of services is particularly helpful when a public school must absorb a large number of pupils from a Catholic school that has closed.

Shared Facilities and Shared Services

In Jasper, Indiana (CS:18), non-public school pupils use the public school facilities for physical education taught by a public school teacher; the public school nurse makes periodic visits to the non-public school.

Shared facilities and shared services programs differ from leasing programs in that no fees are involved.

Release Time

Eight miles from the Canadian border in Swanton, Vermont (CS:23), 250 students are released from public school classes for one period a day to study religion in the religious education center adjacent to the school. In Brooklyn, New York, over 50,000 students are released from the city public schools during the last class on Wednesday to take religious instruction in classes operated by their local church.

Release time, as the name implies, involves releasing public school children from the normal schedule so that they may attend religious instruction in their respective churches. It is a long standing program which also shows great promise.

In addition to these five basic models, several experimental programs in non-public education were also studied. The results are mixed and ungeneralizable; hence, are not formally analyzed as is the case with the programs of local cooperation. However, the experimental schools that were examined are briefly described in Appendix J-2 of Volume IV.

Methods and Procedures

In depth interviews with public and non-public school officials, civic and religious authorities, teachers, parents and pupils constitute our basic source of data. The interviews were semi-structured in order to obtain a common core of basic information on each program, while at the same time allowing the uniqueness of each program to emerge. A detailed listing of the various types of people interviewed and a copy of the interview schedule are contained in Appendix J-3.

The interviews were augmented by reports and records supplied by the interviewees as well as follow-up phone calls. Information was also analyzed from available literature describing the programs.

Sample

The programs were not selected on a random basis. They were not identified according to the geographical location of the communities, but rather were selected for the direct purpose of providing examples of the various types of extant local cooperative programs.

Because many programs have not received national attention, it was somewhat difficult to identify programs for our case studies. Consequently, the reader personally might know of an excellent local cooperative program, but must realize its omission derives from its lack of visibility. On the other hand, several successful programs have gained national prominence and are so well reviewed in the literature that they were intentionally omitted from the field work. In all, we visited 28 schools, in 21 communities across the nation.

Limitations of the Study

The major limitation of the study is the lack of generalizability. Local officials plan, establish, and operate their programs with a certain degree of informality that varies according to the subtle dynamics unique to each community. Programs are generally evaluated very informally by concerned officials discussing the program over a cup of coffee. Written descriptions, summaries or empirical evaluations of most programs are exceedingly rare. Evaluative or descriptive material when available generally is neither collated or analyzed.

Only dual enrollment programs have been empirically studied on a national scale. Unfortunately the two major studies on the topic of dual enrollment were conducted in 1964 and 1965. Given the rapid changes in non-public education the applicability of their findings to dual enrollment today is somewhat questionable. Despite this limitation, they are referred to in what follows:

The purpose of this study was not to update these earlier surveys which provided a general overview of all extant dual enrollment programs, but instead to provide in depth analyses of purposively selected cooperative programs representing each of the five basic models described above.

One final limitation of this study accrues from the fact that occasionally local officials were extremely reticent about providing information. Often times they have been, or are still involved in constitutional litigations and consequently were very cautious in discussing their program.

Organization of the Report

This chapter is divided into two sections. Part I presents an analysis of each of the five major types of local cooperative programs. The analysis includes a discussion of each program's history, the basic model and its common variations, legal and financial questions, advantages, disadvantages, conclusions and predictions. The examination of the basic models is followed by an evaluation of the future of these programs and their effects on the operation of both the public and non-public schools.

The analysis in Part I is referenced to the case studies which constitute Part II of this chapter with the notation (CS:1). Each case study in Part II gives an overview of the particular program and the community, a discussion of events leading up to the establishment of the program, describes the program in detail, draws conclusions and offers predictions. Appendices for this Chapter are continued within each case study.

I: AN ANALYSIS OF THE FIVE MODELS OF LOCAL COOPERATION

DUAL ENROLLMENT

Introduction

Thomas Jefferson opposed the establishment of a theological school at the University of Virginia. He suggested, instead, that the various religious denominations build divinity schools near the University so that students studying secular subjects there might attend these divinity schools for courses in theology.[1]

A contemporary counterpart of Jefferson's concept can be found in Michigan, where 182 children study secular subjects at John Hill Public High School and value oriented subjects at nearby St. Norbert's Catholic School (CS:2). The youngsters are divided into two groups. From 8:00 a.m. until 11:05 a.m. one group is in the parochial school and the other is in the public school. Between 11:50 a.m. and 2:30 p.m., the two groups switch schools.

This arrangement, first envisioned by Jefferson, is currently known as **Dual Enrollment** and is the most popular and promising of all the methods of local cooperation studied. Dual Enrollment was defined by a U.S. Office of Education study in 1965 as "an arrangement whereby a child or youth regularly and concurrently attends a public school part-time and a non-public school part-time, pursuing part of his elementary or secondary studies under the direction and control of the public school and the remaining part under the direction and control of the non-public school."[2]

An earlier term used to describe such arrangements is that of **Shared Time.** The term was coined in 1961 by Dr. Harry L. Stearns, Director of Educational Programs, United Presbyterian Church.[3,4] Although "Shared Time" and "Dual Enrollment" are synonymous, the latter term is preferred because "Shared Time" is often confused with "Shared Facilities" and "Release Time."[5] Shared Time, however, is perhaps the more commonly used term, but in this report precision will preempt popularity and the term "Dual Enrollment" will be used.

By definition, Dual Enrollment involves public and non-public schools. Functionally, it involves for the most part a relationship between public schools and Catholic schools. Not only because 85 percent of the non-public school pupils in the United States are in Catholic schools but also because most of the programs identified involved only Catholic school children.

History and Development of Dual Enrollment

Non-public school students have been attending public schools for one or more subjects for many years without the practice being formally labeled dual enrollment.[6,7] The city of Pittsburgh has operated a program since 1913.[8] Programs in Hartford, Connecticut; Menominee, Michigan; and Madison, Wisconsin have been operating for more than forty years.[9] For more than thirty-five years a program has operated in Evansville, Illinois.[10]

The National Education Association reports that at least 183 school systems operate Dual Enrollment programs.[11] Among the 156 schools that reported "Years of Operation of Shared Time," the median age of the programs was ten years. In 33 school systems the dual enrollment program had been in operation for one or two years; in 31 school systems the programs had been in operation for more than 20 years. The breakdown of numbers and percentage of schools by years of operation is shown in Table 1.

TABLE 1

YEARS OF OPERATION OF SHARED TIME PROGRAMS (1964)[12]

Years in Operation	Number of School Systems	Percent
1 to 2	33	21.2
3 to 4	11	7.1
5 to 6	12	7.7
7 to 8	14	9.0
9 to 10	21	13.5
11 to 12	9	5.8
13 to 14	1	0.6
15 to 16	6	3.8
17 to 18	5	3.2
19 to 20	13	8.3
21 to 30	24	15.4
31 to 40	6	3.8
More than 40	1	0.6
Total Reporting	156	100.0

Median age of program .... 10 years
Average age of program .... 12.3 years

Dual Enrollment Programs became increasingly popular in the last half of the 1950's. In 1956 Erwin Shaver in **The Weekday Church School** reports "the growing practice in many communities throughout America of having children, whose primary enrollment is in a parochial school take some of their courses in the public school."[13]

Educational, political and religious leaders provided a major thrust of dual enrollment during the early years of the sixties. "On November 22, 1960, about 40 Protestant and Catholic officials met at Hotel Woodner in Washington, D.C., to discuss the practice of religious exercises in public schools and federal aid to parochial schools."[14] It was at this meeting that Stearns coined the term, "Shared Time."[15] Dual enrollment was further elaborated on at a meeting held at the Interchurch Center in New York on October 11, 1961. The participants unanimously agreed that the idea merited serious experimentation.[16] Another milestone in the early sixties was the January-February 1962 issue of **Religious Education** which published the generally favorable results of a symposium on dual enrollment.[17]

In November, 1962, the National Council of the Churches of Christ brought its committees on Religion and Public Education and on Weekday Religious Education to New York to discuss dual enrollment. Further, in February of 1963, this National Council of Churches established a new department for Church and Public School Relations to study dual enrollment possibilities.[18]

In the political arena, Adam Clayton Powell, Chairman of the House Committee on Education and Labor introduced a bill on May 6, 1963 that would have provided $5,000,000 in federal aid for dual enrollment programs. Hearings on this bill, **H.R. 6074,** amending the National Defense Education Act of 1958, provided a comprehensive analysis of dual enrollment.[19] On February 28, 1964, during the hearings for H.R. 6074, the NEA Research Division presented the findings of its study on Shared Time. This report, **Shared Time Programs: An Exploratory Study**[20] became the first comprehensive empirical study of dual enrollment programs. Despite the favorable analyses of dual enrollment, that aspect of H.R. 6074 appropriating funds for dual enrollment was **not** enacted.

A second study on the topic was published in 1965 by the Office of Education, **Dual Enrollment in Public and Non-Public Schools.**[21] This report, along with the NEA study remains the only two sources of comprehensive empirical data on dual enrollment. This present investigation is an in depth case study of selected successful programs rather than an exhaustive survey of extant programs. In our field investigations it became clear that the NEA and OE studies have contributed greatly to the growth of dual enrollment. School officials operating successful dual enrollment programs that we interviewed continually refer to these documents as the source not only of information but also of inspiration for their programs.

Extent of Dual Enrollment

The NEA Research Division reported that in 1964 at least 183 communities in 25 states, pupils from non-public schools take instruction in one or more subjects in public schools during the regular school day. A postcard survey screening all school systems with 300 or more pupils was answered by 7,410 superintendents. Two-hundred and eighty reported dual enrollment programs but only 183 gave details of the arrangements.[22]

The distribution by State of the initial 280 school systems reporting shared time programs is shown in Table 2.[23] The distribution by state of school systems providing details of their programs is given in Table 3.[24]

In an informal and unpublished 1970 survey of Catholic dioceses, the Catholic superintendent of Manchester, New Hampshire, Msgr. George Murray, reports that 47 dioceses in 33 states operate dual enrollment programs (Appendix J:4).

Patterns of Dual Enrollment

Dual enrollment has four basic variants: limited dual enrollment, partnership dual enrollment, dual enrollment for religion only, and dual enrollment in reverse. We shall describe each of these variations in turn, illustrating the basic concept in each with an example drawn from the case studies in Part II. Many dual enrollment programs incorporate several features from

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TABLE 2

NUMBER OF PUBLIC SCHOOL SYSTEMS REPORTING SHARED TIME PROGRAMS (NEA, 1964)

State	Number of School Systems		
	Reported Program	Contemplating Program	Total
1	2	3	4
ALABAMA	0	2	2
ALASKA	0	0	0
ARIZONA	1	0	1
ARKANSAS	4	1	5
CALIFORNIA	3	6	9
COLORADO	2	3	5
CONNECTICUT	3	0	3
DELAWARE	0	0	0
FLORIDA	1	1	2
GEORGIA	1	2	3
HAWAII	0	0	0
IDAHO	0	1	1
ILLINOIS	27	8	35
INDIANA	11	2	13
IOWA	9	3	12
KANSAS	9	0	9
KENTUCKY	5	2	7
LOUISIANA	2	0	2
MAINE	0	1	1
MARYLAND	0	0	0
MASSACHUSETTS	2	2	4
MICHIGAN	42	16	58
MINNESOTA	13	5	18
MISSISSIPPI	4	1	5
MISSOURI	10	1	11
MONTANA	4	0	4
NEBRASKA	4	1	5
NEVADA	0	0	0
NEW HAMPSHIRE	0	1	1
NEW JERSEY	3	2	5
NEW MEXICO	0	0	0
NEW YORK	2	7	9
NORTH CAROLINA	0	0	0
NORTH DAKOTA	3	2	5
OHIO	36	8	44
OKLAHOMA	5	4	9
OREGON	2	2	4
PENNSYLVANIA	31	6	37
RHODE ISLAND	0	0	0
SOUTH CAROLINA	0	0	0
SOUTH DAKOTA	2	1	3
TENNESSEE	1	1	2
TEXAS	3	5	8
UTAH	0	0	0
VERMONT	3	1	4
VIRGINIA	0	1	1
WASHINGTON	3	1	4
WEST VIRGINIA	3	1	4
WISCONSIN	25	10	35
WYOMING	1	0	1
	280	111	391

TABLE 3

DISTRIBUTION BY STATE OF 183 SYSTEMS REPORTING ON DETAILS OF A SHARED-TIME PROGRAM (NEA, 1964)

State	Number of Systems
1	2
COLORADO	1
CONNECTICUT	2
ILLINOIS	17
INDIANA	6
IOWA	4
KANSAS	6
KENTUCKY	2
MASSACHUSETTS	2
MICHIGAN	38
MISSISSIPPI	1
MISSOURI	6
MINNESOTA	11
MONTANA	4
NEBRASKA	3
NORTH DAKOTA	3
NEW JERSEY	1
OREGON	1
OHIO	19
PENNSYLVANIA	28
SOUTH DAKOTA	1
TEXAS	1
UTAH	1
VERMONT	1
WEST VIRGINIA	3
WISCONSIN	21

different patterns. The classification which follows is for ease of discussion rather than an absolute, or hard and fast differentiation between particular programs.

1. **Limited Dual Enrollment**

   In limited dual enrollment, pupils are enrolled in one or two courses offered by the public school system. This scheme characteristically involves 90-300 minutes per week of public school instruction and is the oldest pattern of dual enrollment.[25]

   For example, we found that in Centerline, Michigan (cs:6), 70 students from St. Clement's High School enrolled in shop courses at the Centerline Public High School; in Louisville, Kentucky (cs:10), students at Flaget Catholic High School are enrolled in public school science courses; just outside of Louisville, seventh and eighth grade students in St. Lawrence and St. Dennis Schools take public school mathematics and science instruction (cs:9); Catholic students in nearby Bethlehem Academy take Business Education in the Bardstown Public High School (cs:9).

2. **Partnership Dual Enrollment**

   In Rockwood, Michigan (cs:14), 340 students spend half their day at St. Mary's School and the other half in the Gibraltar Public School. In Warren, Michigan (cs:7) 260 students divide their time equally between St. Ann's School and the Warren Consolidated School; in addition, in Warren 550 students spend one-half their school day in St. Mark's School and the other half in a public school which is part of the Fitzgerald School Corporation (cs:7).

   This type of arrangement is called a partnership, a 50/50 or a half-day dual enrollment program. Typically, this arrangement involves public school children in 700-900 minutes of public school instruction per week.[26]

3. **Dual Enrollment for Religion Only**

   In Gainesville, Georgia (cs:5), pupils leave the public high school building to attend a daily class in Christian Education. The course is taught in the interdenominationally-owned Christian Education Center located on private property about 400 yards from the public high school and less than one-half a mile from the public junior high.

   This arrangement is called dual enrollment for religion or ecumenical elective dual enrollment. The program differs from the typical release time programs in that students receive full public school credit for the Christian Education courses. The program is the mirror image of Pattern 1 in that the student's "principal" school is the public institution, the non-public facility is the receiving school.

4. **Dual Enrollment in Reverse**

   This pattern of dual enrollment involves two types of cooperation between public and non-public schools. In the first variant, which the NEA study reports is "exceedingly rare,"[27] the student's principal school is the public facility and the receiving school is non-public. Unlike Pattern 3, the exchange is not limited to religious instruction but instead the non-public school provides instruction in secular subjects. In 1964, in Wabasso, Minnesota; Bird Island, Minnesota; and O'Neil, Nebraska, public school students attended parochial schools for instruction in secular subjects.[28]

Today Wabasso no longer has a dual enrollment program in reverse; however, 75 parochial school students are enrolled in public schools for home economics, industrial arts, driver education, art and typing.

This year the Bird Island High School sends 15 students to St. Mary's High for their art class. St. Mary's, in turn, sends approximately 90 students to Bird Island High for agriculture, science, language and home economics.

In O'Neil, Nebraska the public schools sent 12 youngsters to the Catholic high school for language instruction. In turn, Catholic school students enrolled in O'Neil High for vocational education, auto repair, art, home economics and band.[29]

Since only two of these programs were still in operation and since they involve only a handful of children, case studies were not undertaken.

The second variant of dual enrollment in reverse involves both limited and partnership dual enrollment with a leased facility arrangement. Dual enrollment in non-public facilities leased by the public sector is often called dual enrollment in reverse since instead of the Catholic youngsters going to the public school, the public schools (in the form of a leasing arrangement) comes to the Catholic youngsters. While this cooperative effort does involve the leasing of non-public facilities, the more important aspect is the dual enrollment. Hence, this program is discussed here rather than in the section on leasing which treats programs involving **only** leasing arrangements.

As an example of this variant, in Marlboro, Massachusetts (cs:8), the public school rents the bottom floor of St. Ann's Elementary School. All religious symbols have been removed from the classroom and all the courses on the first floor are taught by public school teachers. The public school is both legally and educationally the sole party responsible for courses in speech, math, science, social studies, art and music. The Catholic school teachers located on the second floor teach phonics, reading, English, penmanship and religion. The Catholic school youngsters located on the second floor of St. Ann's are dually enrolled in the public school on an equal partnership basis under this arrangement.

The limited dual enrollment program in Flaget High School (cs:10), mentioned earlier, is conducted within the Catholic school building in classrooms leased by the Louisville Board of Education. In this sense, therefore, it can be considered a dual enrollment program in reverse.

Dual enrollment in reverse with a leasing feature is quickly becoming the most popular pattern of dual enrollment. This popularity is due to the fact that as enrollment in Catholic schools continues to decrease classrooms become available for leasing. Collecting rental fees for these rooms is more profitable than leaving them vacant. Furthermore, a reverse dual enrollment program often allows the Catholic school to decrease the number of lay people on their faculty as courses are taken over by public school teachers in the leased rooms. This of course saves the parish that supports the school additional funds.

Dual enrollment in reverse can also be combined with leased services and leased facilities. In Warren, Michigan (cs:15), the Fitzgerald School Corporation leases eight classrooms in St. Mark's School. Five hundred pupils are enrolled in both the Catholic and public schools. The public sector employs four nuns to teach public school courses, and pays part of the Catholic school principal's salary in return for her coordinating the dual enrollment program. Similarly, in St. Mary's, Rockwood, Michigan (cs:14), the Gibson School Corporation rents 14 rooms, dually enrolls 340 students, hires three nuns, and pays one-third of the Catholic principal's salary for coordinating the program.

Subjects Provided in Dual Enrollment Programs

The NEA survey found that in 1964 industrial arts, vocational education and home economics are the subjects most frequently provided non-public school students in dual enrollment programs.[30] The percentage of school systems providing various subjects to non-public school students is shown in Table 4.

Although the percentages have probably changed since the NEA survey was conducted, based on our field work we feel that the rank order of the various subjects offered would probably be very similar today. The subjects most generally offered in our case studies required expensive equipment and supplies, special facilities, and are generally taught in small groups. Although in some instances (e.g., Marlboro, Massachusetts; Rockwood, Michigan), the public sector does provide instruction in ordinary subject areas such as English and even social studies.

TABLE 4

SUBJECTS MOST FREQUENTLY PROVIDED TO NON-PUBLIC SECONDARY SCHOOL PUPILS, BY ENROLLMENT AND BY PERCENT OF SCHOOL SYSTEMS (NEA, 1964)[31]

Subject	Total Enrollment in Subject	Percent of School Systems Providing Subjects to Non-Public School Pupils (Percents)
Industrial arts and vocational education	7,851	72.6
Home economics	6,563	57.0
Instrumental music	1,304	23.5
Physical education	1,104	10.1
Physics	227	11.2
Chemistry	188	8.4
Driver training	836	8.4
Foreign languages	153	5.6
General science	341	5.1
Advanced mathematics	170	7.3

Finances

Dual enrollment programs generally have as one of their goals saving money for both the public and non-public sectors. The scenario usually involves a Catholic school facing a financial crisis in a community where a public school could not afford to assimilate all the parochial school youngsters. In such instances it is far less expensive for a public school system to support a dual enrollment program than to sit back and allow the entire Catholic school population to transfer to the public schools. Such a program makes good economic sense from the public point of view.

Likewise, the Catholic school can save monies it would have to spend on the salaries of several teachers, expensive equipment and supplies. In dual enrollment in reverse, the Catholic school can collect rent for rooms which otherwise might not be used. Finally, with dual enrollment in reverse that involves leased services as well as facilities, the Catholic school saves teachers' salaries, expenses for funds and equipment, collects rent and salaries. With the money saved by eliminating lay staff, added to the money earned in rent and salaries, the Catholic school is generally afforded a new lease on life.

Public school expenses in dual enrollment programs vary according to the courses offered, the number of pupils enrolled, and salary level of teachers. Shop courses or science courses can involve expensive equipment and special facilities.

Murray found that nineteen states have provisions for reimbursing local school boards for dually enrolled students.[32] In many of these states the local board receives a pro-rated amount of state aid based on the part-time daily attendance of dually enrolled students. For example, in Louisville, Kentucky (cs:10) the state pays $1.85 per day to the local board for each public school student in full attendance. Two-hundred and sixty-five students are in a dual enrollment science class in Flaget for one period a day out of a school day of six periods. For each dually enrolled student therefore, the Louisville Board of Education receives $1.85 times one-sixth or $0.32 per day per student in attendance. Since there are 175 days in the public school year, the board receives: $1.85 times 1/6 times 265 times 175 which amounts to $14,376.35 per year (excluding pupil absences).

The case of the Gibson School Corporation is another interesting case of how state reimbursement formulas work to the benefit of towns considering dual enrollment programs (cs:11). The Catholic school officials approached the Gibson School Corporation in southern Indiana with a proposal for a dual enrollment program.

Among the major arguments put forth were:

1. The parishes can no longer continue their schools as in the past.
2. If the Catholic school closes, it will cost the town approximately $309,582 to accommodate the 637 new pupils.
3. If the town agrees to a reverse dual enrollment program the Catholic schools will remain open.
4. The city can operate a dual enrollment program in reverse for approximately $62,000 a year including both rent and salaries. The estimated state reimbursement from such a program would amount to $61,461.04. The net cost to the town would be in the neighborhood of $600.

In less than six months, the program was in operation. In one Detroit suburb (cs:15), the public school operates a reverse dual enrollment program including leased services. It is reimbursed $40,000 in excess of expenditures on the program. This is because of two factors: first, the number of students enrolled and second, the number of young teachers on the staff. The student body is large enough to qualify for a sizable amount of state aid, while the teaching staff is young enough so most are still at a low salary level. Of course, as the salary level increases, the ratio of expenditures by the local system to state reimbursement will decrease.

A recent trend in dual enrollment in reverse is a contractual agreement which stipulates that the public school will not spend more on the dual enrollment program than it receives in state aid. If there is a deficit, the non-public school must make up the difference (e.g. cs:14).

Although some public schools can come out ahead on some dual enrollment programs, or have a guarantee to at least break even, most dual enrollment programs do cost the public schools money. This is particularly true in states that do not have pro-rated reimbursement for part-time students but is not limited to these situations. For example, in Pittsburgh, Pennsylvania, in 1965, 8,000 dual-enrolled students cost the city school board $220,000 after state reimbursement.[33] However, when the public school system does spend funds on dual enrollment programs, it is still considerably cheaper than having to absorb all the Catholic school children if the Catholic schools were forced to close.

Program Approval and Legality

Dual enrollment programs must be approved by the appropriate local and state educational officials. The legality of the program must also be judged by the appropriate legal office. Since the U.S. Supreme Court has never ruled on a dual enrollment case, the legality of a program depends on the particulars of the arrangement in relation to the constitution of the state in which it will operate.

A typical approval process is begun by a Catholic school principal or superintendent approaching his public school counterpart with an idea for a dual enrollment program. If the public school official is receptive to the idea, the two schoolmen will plan a program and present it to the school board. Our field interviews make clear the fact that the support of the public school principal or superintendent in presenting a proposal to a board is very critical. With administrative support the school board will generally "rubber stamp" the plan; without such support there is little chance of approval despite the interest of other community leaders.

From the local board the plan goes to the state superintendent of public instruction. He and his legal advisors determine if the plan is acceptable under school law or earlier precedent. If the statutes are not clear or no precedents exist, the superintendent will submit the plan to the State Board of Education.

Approval by state educational officials can be followed by a ruling by the State Attorney General. This opinion is usually requested by the state superintendent and in most cases is the final approval. In some states, the city solicitor offers a legal opinion before the judgment of the Attorney General is sought.

Beyond the State Attorney General, the legality of a program can be adjudicated in the courts. Court action can be initiated at any point during the development of a dual enrollment program by citizens opposed to the plan and can eventually lead to the State Supreme Court.

A diagram of the general route of approval is shown in Figure 1.

FIGURE 1

Typical Approval Route for Dual Enrollment Programs

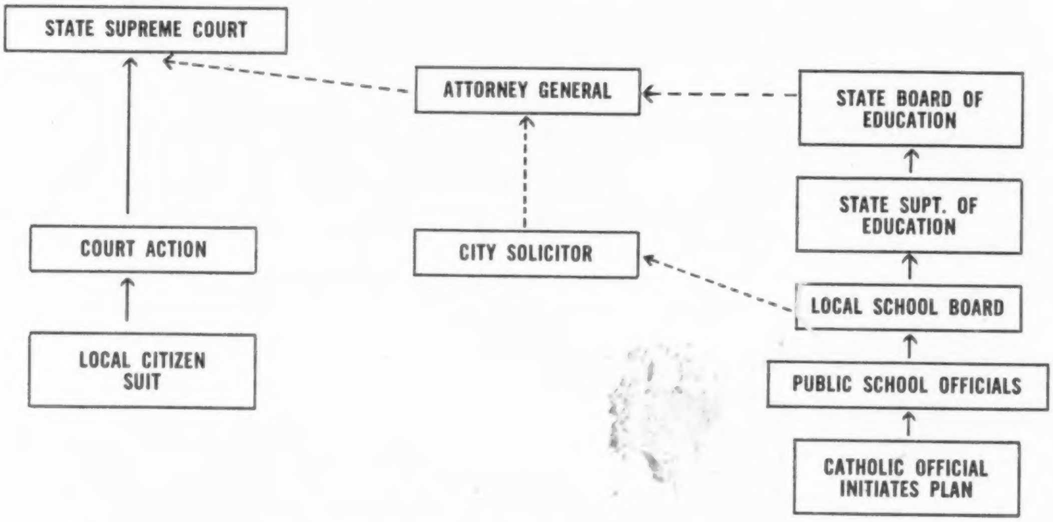

Figure 1 describes the typical route that a dual enrollment program can travel in achieving complete approval. In practice, program approval can take many twists and turns. For example, in Boonsville, Indiana (cs:13), the local school board denied a Catholic school's request for a reverse dual enrollment program. This ended discussion of the program and the Catholic pastor promptly announced the closing of his school (cs:13). In Fall River, Massachusetts, the city solicitor ruled a dual enrollment program illegal and the case was appealed to the State Attorney General. He refused to offer an opinion and a new program is being drawn up.[34] The state superintendent's office in Kentucky announced that several proposed programs would have to be disallowed. The plans were sent to the Attorney General's Office who declared that they were legal (cs:9). Two recent State Supreme Court opinions ruled dual enrollment programs illegal in Montana, while the Michigan Supreme Court in April declared dual enrollment legal.[35] In the final analysis then, approval of a dual enrollment program depends on the particulars of the plan and the particulars of the state constitution.

The Constitutional Question

The separation of Church and State is the basic constitutional question confronting dual enrollment programs. Those who argue the constitutionality of dual enrollment generally do so under the child benefit theory. Opponents call it unconstitutional, an establishment of religion, prohibited by the First Amendment.[36] They argue that when a sectarian school is relieved of financial burdens for high cost subjects, facilities and services, it has in fact been directly aided.[37,38,39]

Leo Pfeffer, Legal Counsel for the American Jewish Council, a staunch enemy of aid to non-public schools, nonetheless reflects very well the position of supporters of dual enrollment when he wrote that, "the Supreme Court ruled that a state could not forbid children from obtaining their entire secular education in parochial schools. Pierce **et al.,** v. the Society of

Sisters, 1925. In view of this decision, I cannot see how an arrangement whereby children receive only half their secular education in parochial schools could be held unconstitutional. Moreover in Zorach v. Clauson (1952), the Court ruled that it is constitutionally permissible to release children from public school for part of the school day in order that they may receive religious instruction in church schools. It would, therefore, seem doubly clear that releasing children for secular instruction would not violate the Constitution."[40]

Proponents of dual enrollment argue on the basis of child benefit theory also. The child benefit theory was set forth by the U.S. Supreme Court when it held that it was unconstitutional for the state to provide transportation for children going to either parochial or public schools in the 1947 New Jersey school bus case of Everson v. Board of Education.[41] In 1968 the Court supported this theory when it upheld a New York Program to provide textbooks to private school pupils (Board of Education v. Allen).[42]

As we mentioned at the outset, the Supreme Court has not made a decision on the constitutional questions involving the dangers of an establishment of religion balanced against the child's right to a part-time public education. The emerging principle seems to be that a citizen has a right to any of the parts of a whole to which he has a right. That is, a student who has a right to a full-time public school education has a right to a part thereof as well. The fact that he (or his parents) choose a partially private education does not impair his right to have the remainder of his education provided at public expense.

Ancillary Legal Issue

We found that three ancillary legal issues related to dual enrollment have required adjudication within each state. First, can public school boards rent parochial school facilities for use as public schools. Second, can members of religious orders be employed as public school teachers. Third, can local school boards receive pro-rated state aid for daily enrolled students. When it can be shown that the leased facilities are exclusively under the control of the public school board and that the public school teachers from religious orders are exclusively responsible to the public school principal, these practices were declared legal (cs:10).

The fourth question, pro-rated state aid, is decided on the criteria of state education policy and the state constitution. As cited earlier, 19 states have provisions for state aid to school systems operating dual enrollment programs. (Appendix J-4)

Analysis of Dual Enrollment

What makes a dual enrollment program successful? Five basic factors seem to contribute to the successful establishment and operation of dual enrollment programs. These are:

1. The relationship between public and parochial school officials.
2. The religious characteristics of the community.
3. The legal rulings of the state with respect to pro-rated aid to school systems operating dual enrollment programs.
4. The space needs of the public school.
5. The magnitude of the Catholic school crisis and the size of the parochial school enrollment.

We shall consider each of these in turn.

Relationship Between Public and Non-Public Officials

We found that the relationship between the public school officials and Catholic school officials seems to be the single most significant factor determining the success or failure of a dual enrollment program. Behind the most successful program was a public school official with a strong personal interest in the program. In Louisville, it was the superintendent (cs:10), in

Chicago the assistant principal (cs:1), in Michigan City the school lawyer (cs:4). In successful programs, the relationship between public and non-public principals was almost always friendly.

No dual enrollment plan, however brilliant, can succeed without one or two well placed supporters in the administrative echelons of the public school system.

Religious Character of the Community

Dual enrollment programs were more easily established in communities whose population is predominantly Catholic. In Boonsville, Indiana (cs:13), for example, approximately nine percent of the population is Catholic. The school board has turned down a request for a dual enrollment program. Similarly, in Bird Eye, Indiana (cs:17), a Protestant community, some thirty residents have filed suit against the school board to prevent any expansion of the dual enrollment programs.

The Legality of Pro-Rated State Aid

This is a major concern among public school officials considering plans for dual enrollment. If the proposed program will cost them little or no money, and the relationship with Catholic officials is friendly, and further, the community is predominantly Catholic, dual enrollment plans generally have been accepted.

Space Needs of Public Schools

School officials throughout the country report decreasing enrollments in grades one through four. In Haubstaudt and Fort Branch, Indiana (cs:11), public school officials predict that this trend will soon enable them to assimilate the entire parochial school population into their present facilities. At this point, the public schools will have little reason to continue a dual enrollment program. Similarly, in turning down a request for a dual enrollment plan, members of the Warwick School Board pointed out that they could absorb the entire Catholic school population without expanding their facilities (cs:13).

When the closing of the Catholic school(s) would result in serious overcrowding of public school facilities, public school officials are likely to accept plans for dual enrollment. On the other hand, in communities where an influx of Catholic students would not require expensive expansion of public school facilities, public school officials are less likely to enter into a dual enrollment program.

Catholic Crisis and Enrollment

When the demise of a large Catholic school or school system seems imminent, public school officials are more likely to accept a dual enrollment program. Many Catholic school officials capitalize on this dynamic by announcing that their schools are in serious financial trouble and cannot continue to operate given their present resources (cs:11).

In summary, public school officials enter into dual enrollment programs when they have a vested interest. The vested interest can be personal—they are friendly with the Catholic school officials; it can be religious—the public school is located in a Catholic community; the interest can be financial—the public school can receive state aid and does not have to assimilate Catholic school students into their facilities.

In cases where public school officials have only one or two of these vested interests, they may or may not enter into a dual enrollment program. However it is clear from our interviews that when they do not have any of these interests, they most likely will not even consider a dual enrollment.

Formal Agreement

The details of dual enrollment programs are seldom written down. Only in cases of dual enrollment in reverse is a contract generally employed. The terms of such leases seldom explicate educational policy. They generally deal with the rental fee, amount of space, hours when the lease is in effect, and arrangements for utilities. Recently, these leases have included the "break-even clause" described in the previous section on Finances.

The only statement on educational policy contractually agreed upon usually states that while the lease is in effect, the facility is under the complete and exclusive control of the public school. This "non-interference" clause is more a legal safeguard than a functional guideline. Non-public school officials are often informally involved in the public school operation in a leased facility.

This informal involvement is rather common in programs of reverse dual enrollment with leased services. Such involvement is sometimes necessary because the nearest public school official could be blocks or miles away from the leased classrooms. For example, in Flaget Catholic High School, Louisville, Kentucky (cs:10), public school teachers sometimes ask the Catholic principal to take care of unruly students who act up in dual enrollment science classes. The public school principal at Shawnee High School is more than a mile away. He invites and appreciates this assistance.

Administrative Policies

After a dual enrollment proposal is approved and the lease has been signed, the public and parochial school principals must make the program work. The major task facing these schoolmen involves the working out of administrative policies. The areas in which policies must be established include the following:

Graduation

Students in dual enrollment programs generally graduate from the school in which they take the largest portion of their instruction. In partnership programs where students spend equal amounts of time in both schools, the student usually graduates from the Catholic school. There are however some exceptions to this general rule (e.g., cs:1).

Grades

The courses students take in dual enrollment programs are credited and certified by the public school board. Students receive a public school grade for their work and generally receive a separate report card from the public school. The grade is later transferred to the student's permanent record kept in the Catholic school office (e.g., cs:10).

Attendance

Public school teachers in dual enrollment programs take attendance each period so that the school board can be reimbursed through the state formula for average daily attendance.

In limited dual enrollment programs, public school attendance records are rarely sent to the parochial school. In partnership programs, especially reverse dual enrollment, morning and afternoon attendance records are generally cross referenced between the two schools (e.g., cs:6).

Discipline and Academic Problems

Discipline problems or academic problems are generally handled by the public classroom teacher. If the teacher needs assistance, he generally turns to the public school principal.

In some cases, especially in reverse dual enrollment where the public school principal is in a different building, a teacher will often seek advice from the Catholic school principal. This person works with the students and the teachers on a day-to-day basis and is often in a better position to help than his public school counterpart. The relationship between the two principals determines the extent to which a public school teacher can turn to the parochial school principal for assistance (e.g., cs:10).

School Calendars and Schedules

Early dual enrollment programs ran into difficulties because of religious holy days and because the opening and closing vacations of the two schools often did not coincide. Further, the class schedules often were not compatible.

Recently these problems have been largely overcome because of the willingness of the Catholic school offices to adopt the public school calendar and schedule (e.g., cs:15).

Non-District Students

Very often the public and Catholic schools involved in dual enrollment programs draw children from different geographic districts. If the program is receiving pro-rated state aid, this is a serious problem because some states will not pay the school board for students who live outside the school boundaries. Furthermore, many parents oppose the enrollment of nondistrict students because the student's parents have not contributed to the support of the school (e.g., cs:2).

The problem of non-contiguous school boundaries is handled in one of three ways:

1. The child's home district pays a "tuition" fee to the district in which the child attends school (e.g., cs:2).
2. If the Catholic school collects tuition from the students, the school district will sometimes charge the Catholic school a pro-rated tuition fee (cs:10).
3. Students in this situation are excluded entirely.

Parents

Parents whose children participate in dual enrollment programs are involved in the parent-teacher groups of both schools (e.g., cs:10). On specific problems they contact the particular teacher in question and beyond this, the principal to whom the teacher is responsible.

Staff

Teachers in dual enrollment classes are legally and educationally responsible to the public school principal (e.g., cs:14). In dual enrollment with leased facilities teachers are responsible to the principal of the nearest public school (cs:10). They are usually required to attend staff meetings at the public school and are generally invited to attend staff meetings of the non-public schools. They are not obliged to attend parochial school staff meetings or parent meetings, although they often do. They are hired, promoted, supervised and paid by the local board of education and must teach the public school curriculum (e.g., cs:9).

Despite their legal separation, many dual enrollment teachers become a functional part of the non-public school. This is particularly true in reverse dual enrollment programs.

Daily Operation

In the successful dual enrollment programs that we visited, administrative difficulties are almost always resolved in an informal manner. Daily operating procedures are seldom written down, they are discussed and explicated only as the need arises.

The ease with which administrative matters are handled is directly related to the type of relationship that exists between the public and non-public school officials. When problems come up during the year, the relationship between the two principals determines whether they will be adjudicated at a formal meeting of the school committee, or worked out over a cup of coffee (e.g., cs:11). The overwhelming impression we received suggests that the more successful approach is the "over a cup of coffee" method (e.g., cs:6).

ADVANTAGES AND DISADVANTAGES OF DUAL ENROLLMENT

Dual enrollment programs have many pro's and con's. Listed here are the major advantages and disadvantages as cited in the literature and as evidenced in the case studies. The listing is followed by an analysis.

Advantage to the Pupil

- Dual enrollment provides both public and non-public school students with an opportunity to meet and better understand diverse opinions in the community.
- Dual enrollment provides parochial school students a broader, more comprehensive program, by providing courses not otherwise available to them.
- Dual enrollment offers non-public school students an opportunity to spend part of their day in a pluralistic setting.
- For parochial school children who will eventually attend public junior high or high school, dual enrollment acts as a mechanism of transition, an orientation to the public school.
- Dual enrollment allows for a more heterogeneous student body in the non-public school.
- Dual enrollment provides the best of sectarian education coupled with the benefit of bringing children of different faiths together.

Advantages to the Parent

- Dual enrollment tends to preserve the parental prerogative of choice in education by maintaining non-public education in the community.
- It acts as an orientation for parents whose children will eventually attend public schools.
- Dual enrollment gives parochial school parents a direct return on their tax money.

Advantages to the Public and Non-Public Schools

- Dual enrollment reduces the mounting financial burden that non-public education is finding more and more difficult to meet.
- It saves the public school money that would be needed to assimilate Catholic school students if their school closed.
- Dual enrollment gives parochial school parents in the community a vested interest in public education.
- Dual enrollment improves the relationship between public and non-public schools.

Advantages to the Community

- Dual enrollment improves the understanding of public finances, especially among Roman Catholic taxpayers who otherwise would not receive direct services.
- Dual enrollment provides needed public services to a much broader segment of community tax payers.
- Dual enrollment reinforces community cooperation and establishes a basis for improved unity by lessening the "our school," "your school" dichotomy in the community.
- Dual enrollment provides an opportunity for much broader support of public education.

Disadvantages to the Student

- Dual enrollment tends to confuse students by fractionalizing the curriculum.[44]
- Dual enrollment often results in the students having divided loyalties.[45]

- Dual enrollment pupils often cannot participate in extra curricular activities.[46]
- In dual enrollment programs where the schools are not adjacent, students waste time moving between schools. In bad weather distance is a further inconvenience.

Disadvantages to the Public and Non-Public Schools

- The administration of a dual enrollment program can become a burden for public school officials.
- Dual enrollment programs can be expensive and usurp funds that could be spent on improving public education.
- Dual enrollment fragments the public school system.
- The fractionalizing of courses between public and non-public schools in dual enrollment implies a false dichotomy in educational content.
- If pushed to extremes, dual enrollment can turn the public school into a technical, vocational institute.
- Dual enrollment can lead to the abandonment of attempts to introduce humanistic, value oriented courses into the public school.
- Dual enrollment can adversely affect the public school student-teacher ratio and can lead to overcrowding in public school classrooms.
- Dual enrollment blurs lines separating public and non-public education. This can further blur the "unique" dimension.
- Dual enrollment prevents parochial school youngsters from becoming totally immersed in sectarian education.
- It lessens parochial school unity.
- Dual enrollment can falsely convince Catholic parents and school officials that they have found a solution to the problems confronting their school.

CONCLUSIONS

Dual enrollment programs are clearly effective in helping to maintain non-public education at a minimum expense to the taxpayers in a community. The section on finances discusses this dynamic.

Dual enrollment programs also seem to be effective in broadening the base of support for public education and in unifying the community. In Swanton, Vermont (cs:23), a proposed dual enrollment plan is said to have figured significantly in the passage of a bond issue in the predominantly Catholic community. Prior to the discussion of dual enrollment the bond issue had been turned down by the voters six times. The superintendent of the Cherry Hill School district in Michigan (cs:2), also reports that the establishment of a dual enrollment program figured significantly in the passage of a bond issue in that community.

In stating that dual enrollment leads to better cooperation and improved relationships between public and non-public school officials, a question of cause and effect can be raised. Close examination of the case studies suggests that dual enrollment is a result of existing amicable relationships which develop further because of the dual enrollment program. In other words, friendly relationships lead to dual enrollment programs which in turn lead to increasingly friendly relationships.

The administrative difficulties resulting from dual enrollment programs are easily overcome when a friendly relationship exists between public and parochial school officials. When these officials are at odds, administrative problems can retard the growth of a program.

Dual enrollment does lead to fractionalization of the curriculum. The effects of this fractionalizing on the schools and on the students is unclear. No empirical data has been collected on the effects of this fragmentizing and basic research is needed before the effects can be evaluated.

Dual enrollment is often given too much credit toward solving the Catholic school crisis. While dual enrollment certainly does help the Catholic schools, it is certainly **not** a final solution to their problems. Many Catholic officials do not seem to realize this. They speak of their program as "unique," "having immense potential," "the solution" (cs:16). This type of attitude can lead to a subtle but serious disadvantage in that many parochial school officials do not seek alternative solutions and directions for their school programs because they feel dual enrollment is a final solution. No such enthusiasm is warranted. St. Mark's (cs:15), and St. Norbert's (cs:2) have participated in successful dual enrollment programs for many years. Both schools are closing in June of 1971.

The effects of dual enrollment are limited and relatively short lived. Its limited life span and usefulness derive from the fact that dual enrollment is an educational remedy applied to non-denominational ills. It is used to assist Catholic schools in a period of crisis. But the problems of Catholic schools are not simply educational or financial. The basic problems are of a social and religious nature.

The combination of decreasing parochial school enrollment, decreasing vocations to religious teaching orders, and the rising cost of operating schools, hold many Catholic schools in a death-like grip. There is no evidence nor reason to believe that dual enrollment can reverse any one of these trends.

In Michigan City, Indiana (cs:4), public and non-public school officials worked together for two years and their dual enrollment program seemed sure to succeed. Just before the program's opening, the religious order that would have staffed the Catholic school announced it could not provide sisters. The program was cancelled.

In Warren, Michigan, several Catholic schools involved in successful dual enrollment programs for more than four years, are closing this June because they can no longer afford the costs of their half of the program (cs:15).

In Michigan, (cs: 2, 7, 15), the evidence suggests that dual enrollment tends to accelerate decreasing Catholic school enrollment. Catholic parents are apparently even less inclined to support schools that are half Catholic and/or see that the public schools are not as bad as they thought (cs:1).

At best, dual enrollment gives Catholic schools a temporary lease on life. It is a stop-gap measure, providing temporary financial relief. Inevitably, however, the factors which necessitated dual enrollment catch up with and offset the temporary relief offered by this plan. Unfortunately this "lease on life" is often erroneously regarded as a final solution. In such cases Catholic school officials stop their search for alternative solutions and directions. The results are inevitable: The Catholic parish eventually loses its school program and ends up with nothing.

In Fraser, Michigan, at a point in time when Catholic schools in surrounding communities were entering into dual enrollment programs, the parish dropped its school program and put its resources into what has developed into a highly successful release time catechetical center (cs:24). This center will long outlive dual enrollment programs and might well serve as a model of alternative means of religious education for Catholic school officials.

Besides the fact that its effects are limited, there is another reason to approach dual enrollment with caution. The single major factor contributing to the success of a dual enrollment program is the local chemistry, the political-religious atmosphere of the community. Where the relationships between public and non-public school officials is amicable, dual enrollment is almost guaranteed success. On the other hand, no plan, however brilliant, can succeed if school officials do not cooperate with each other. Personal relationships are clearly a shaky basis on which to advocate or build public policy. Caution is clearly called for.

Despite its shortcomings, dual enrollment does serve several useful purposes. It assists parochial schools at a minimum expense to taxpayers; it offers expanded educational programs to non-public school pupils; it introduces parochial school children and their parents to public education.

The last effect is particularly significant. Many educators find increasing interest, enthusiasm and support coming from the private sectors. Community concern for the quality of public education is clearly a unifying force.

In generating interest, support and unity, dual enrollment acts as a mechanism of transition between two periods in the history of American education. The time now past, witnessed the successful operation of an extensive private school system alongside the public schools. The future is not yet clear.

But it is clear that dual enrollment will serve public and non-public school pupils, parents and officials during the period of transition. Dual enrollment will not preserve the old order, but it will make more smooth the emergency of America's education future.

LEASED FACILITIES

Introduction

Leased facilities refers to a type of local cooperative program in which a public school leases either all or a part of a non-public school facility. The leased rooms or buildings are used for public school classes and are often operated in conjunction with programs of reverse dual enrollment and leasing of services.

Our case studies provide us with some excellent examples of leased facilities programs. Public school kindergarten and Special Education classes in Rutland, Vermont operate a facility owned by a Catholic parish. The public school needed space and could not afford to build or to purchase a facility. In this program, the public school leased the Immaculate Heart elementary school which closed in 1969 for $12,000 per year (cs:16).

In Jasper, Indiana, 44 of the town's 61 elementary school classrooms operate in facilities leased from three Catholic parishes. This extensive leasing operation began before the Civil War and until 1946 all of the public school classrooms were leased from the Catholic parishes (cs:18).

For one dollar ($1.00) a year the school board of Centerline, Michigan, rents an entire building—11 classrooms—from St. Clement's parish for use in a dual enrollment program (cs:6).

History

In about 1820 when the non-public and public schools emerged as distinct entities, the practice of a public school leasing a facility from a non-public school became possible. Although earlier examples might exist, the first program we uncovered was a leased facilities plan that began in 1848 (cs:17). The minutes of a Town Council meeting in Ferdinand, Indiana, November 18, 1848 reads as follows:

> "Township Ferdinand trustees order that the township treasurer be authorized to receive dividends due this township from the County treasurer and School Commissioner."[47]

The town did not own the schools in Ferdinand but leased them at arbitrary and varying rates from the Catholic pastors. The pastors collected what the market would bear.

Little information is available tracing the development of leasing practices between public and non-public schools. The very early Ferdinand program seems to be the exception, explained by the unique religious-cultural history of the community. A similar history explains the leasing practices started in Jasper, Indiana, shortly after 1850 (cs:18).

Development

In the absence of empirical data, inferences about the development of leased facilities programs can be made. It is more accurate to consider leased facilities programs as a financial arrangement rather than an educational plan. The case studies clearly suggest that the development of leasing programs is a function of a public school demand for, and a non-public school supply of, space.

The non-availability of space in non-public school facilities is clearly a limiting factor to such programs. Given the enormous and rapid growth of non-public schools, until the late 1960's it seems most unlikely that facilities were leased on any large scale basis until after 1965.

If we examine the growth of Catholic schools, for example, between 1920 and 1965, we find expansion so rapid that the leasing of facilities seems most unlikely. It would seem that Catholics filled their schools as quickly as they could build them. But more recently, Catholic schools have closed or experienced a decline.

While the decline in enrollment can be partially attributed to decreasing birth rates, it is fairly clear that a large number of youngsters formerly in Catholic schools have begun to enroll in public schools. Furthermore, there are some 1,400 facilities owned or formerly owned by Catholic groups that are no longer used for their primary purpose. At the same time, public school enrollment continues to increase albeit at a less rapid rate than between 1900 and the late 1960's.

The downward national trend in Catholic school enrollment and facilities combined with the upward enrollment trend of public schools suggests a supply and demand curve for school space that leased facilities programs have most likely developed on a broad scale within the past five years.

Furthermore, fourteen of our seventeen case studies that had a leasing component were begun after 1967. Granted that the sampling of these programs was not random, the evidence collected from them nonetheless supports the contention that the common use of leased facility programs is a relatively new development (Table 5).

Patterns of Leasing Programs

Although there are many combinations and variations, three basic patterns of leased facilities programs seem to emerge. These are:

1) leased facilities for public school use only,

2) leased facilities for dual enrollment purposes, and

3) leased facilities with leased services.

Leased Facilities for Public School Use Only

In Haubstadt, Indiana (cs:11), the school corporation leases five of the thirteen classrooms in SS. Peter and Paul School. The entire public school fifth and sixth grade enrollment take **all** their classes in these leased facilities. They are taught by public school teachers exclusively.

The kindergarten and Special Education programs in the town of Rutland, Vermont (cs:16), are housed in a building leased from Immaculate Heart Parish. This is another example of leased facilities used exclusively for public school purposes.

This leasing plan can be best characterized by the activities of the children enrolled in the facilities. They take all their courses in the leased public school facilities, take only the courses prescribed in the public school curriculum, and are instructed by public school teachers.

Such arrangements may or may not include a release time program (cs:11). When a release time program is included it does not change the basic characteristics of the leasing plan described above.

TABLE 5

DATA DESCRIBING FOURTEEN LEASING PROGRAMS

Location	When Founded	Public School or School Corporation	Non-public School	Number of Rooms	Rental Fee Per Yr.	Cost of Total Prog. Per Yr.	Cost of Room Per Yr.	Copy of Lease I Case St.
Jasper, Ind.	1846	10th St.	St. Joseph	34	$ 7,000	$ 7,000	$ 206	No
Ireland, Ind.	1846	Ireland	St. Ferdinand	10	—	—	550	No
Ferdinand, Ind.	1848	Ferdinand	St. Ferdinand	52	550	17,600	265	No
Haubstadt, Ind.	1969	Gibson	Sts. Peter and Paul	5	265	1,325	265	Yes
Fort Bronx, Ind.	1969	Gibson	Holy Cross	2	265	530	200	Yes
Rockwood, Mich.	1968	Gabralter	St. Marys	6	1,200	1,200	.09	Yes
Centerline, Mich.	1968	Centerline	St. Clements	(1 Bldg.) 11	1	1	.12	Yes
Warren, Mich.	1969	Fitzgerald	St. Marks	8	1	1	2,208	Yes
Warren, Mich.	1968	Warren Consolidated	St. Ann	12	26,500	26,500	25	Yes
Rutland, Vt.	1970	Rutland	Christ The King	2	50	50	25	No
Rutland, Vt.	1970	Rutland	St. Peters	2	50	50	1,100	No
Louisville, Ky.	1968	Shawnee	Flaget H.S.	4	10	4,400		No
Louisville, Ky.	1968	Jefferson	St. Lawrence	1½	"Adequate Consideration"			Yes
Louisville, Ky.	1968	Jefferson	St. Dennis	1½	"Adequate Consideration"			Yes

Leased Facilities for Dual Enrollment

Any one of the dual enrollment patterns described in the previous section could operate in leased facilities. Limited dual enrollment and partnership dual enrollment programs are frequently found in leased facilities. In such arrangements, they are called dual enrollment in reverse. They are described in detail in the previous Section. A few case studies are provided to illustrate this model.

Students in St. Catherine's school, Nelson County, Louisiana (cs:9), study business education in a public school classroom rented and operated within their Catholic school. In Bardstown, Kentucky, fifty students at Bethlehem Academy study biology in a public school course offered in a leased classroom within the Catholic school (cs:9).

In Warren, Michigan, the Fitzgerald School Corporation leased eight classrooms in St. Mark's school. Five hundred and five students spend half their day in these public school rooms and half their day in the Catholic portion of the building (cs:15).

Leased Facilities with Leased Services

Leasing programs of this type are distinguished from other patterns by the fact that the teachers in the leased facility are themselves former non-public school teachers. In such programs, the public school hires a person who formerly taught in a non-public school.

Actually the term leasing here is misleading. The public schools hire teachers formerly associated with the non-public school. Thereafter there is no distinction between these teachers and any other public school teachers.

Leasing of services can be involved in either of two leasing patterns already described, leasing for exclusive public school use, and leasing for dual enrollment. For example, the Tenth Street School in Jasper, Indiana (cs:18) is leased from St. Joseph's parish and operates exclusively in a public school. Thirty-four of the forty-eight teachers as well as the school principal are Catholic nuns.

In the leased facilities with dual enrollment programs operating between the Fitzgerald School Corporation and St. Mark's in Warren, Michigan, the principal of the public school section and one of the teachers, are Catholic nuns (cs:15).

ANALYSIS

The particulars of a lease vary according to the type of program operated within the leased facility. The leases for eight programs are included with their case studies in Part II. These include the programs in Fort Branch and Haubstadt, Indiana; Rockwood and Centerline, Michigan; Fitzgerald and Warren Consolidated School Corporations of Warren, Michigan; and two programs in Jefferson County, Louisiana (cs:11, 14, 6, 15, 7, 9).

From examining these documents and from interviewing school officials, six rather common characteristics of the leases did emerge. First, the documents can be divided into "lease to purchase" agreements and "lease to use" agreements. In the lease to purchase agreement, rent paid for use of a facility is accumulated toward its eventual purchase. For example, the town of Ferdinand pays $36,000 a year rent to use the old St. Ferdinand's High School. These payments are credited toward the $450,000 purchase price of the building (cs:17). The more common agreement, however, is of the second type, and involves a fee for the use of facilities for a specified period of time.

Second, in all cases, the lease is in effect only during the school year. The lease generally takes effect late in August or early September, and runs until the end of school in June. Except in lease to purchase programs, the leases are for one year, renewable on a year to year basis. No general pattern exists for the hours during which the lease is in effect. Some programs have a 24 hour a day, seven days a week lease. Others are in effect only during school hours, on school days; in these instances the Catholic parish uses the facilities for their own purposes during non-school hours.

Third, very few leases include detailed specification of educational policy. The only educational policy generally stated, specifies that when the lease is in effect, the facility is under the complete and exclusive control of public school officials.

Fourth, many leases specify that all religious insignia must be removed from the leased facilities during time that the lease is in effect (e.g., cs:15). Several specify that the leased classroom must be clearly identified as public school classrooms and must have exits and entrances separate from the rest of the facility (cs:8).

Fifth, the lessor, the non-public school, is generally responsible for maintenance, janitorial services, and a pro-rated share of utility expenses.

Finally, all leases include the use of permanent equipment in a leased facility. This includes tables, chairs, desks and all permanent laboratory equipment.

Finances

The rental fee for a leased facility has little to do with the size of the program. In Centerline, Michigan (cs:6), the school board rents an entire building—11 classrooms—for one dollar ($1.00) a year. Similarly, for a dollar a year, the Fitzgerald School Corporation in Warren, Michigan (cs:15), rents eight classrooms from St. Mark's.

On the other hand, the Warren Consolidated School Corporation rents 12 classrooms for $26,500 a year from St. Ann's Parish (cs:7). This amounts to $2,208 per room, per year. In Louisville, the Board of Education pays $1,100 a year for each of four rooms in Flaget Catholic High School (cs:10).

A listing of rental fees for fourteen leased facilities programs is shown in Table 5.

The finances of a leased facility program are determined by the following four factors:

1. The relationship between public and non-public school officials,
2. The magnitude of the Crisis in the Catholic schools,
3. The availability of space in the public schools, and
4. The state policy on pro-rata aid to dual enrolled students.

The financial dynamics resulting from the interaction of these factors were discussed under Finances in the dual enrollment section and will not be repeated.

The financial results of leased facilities programs are basically the same as those for dual enrollment programs. Briefly these are the possibilities: The program can be a considerable expense for the public schools, nonetheless it saves them the even greater costs of construction often necessary to assimilate the Catholic school transfers; the program can be a **slight** expense but saves the cost of assimilation; the program is run with a guaranteed breakeven clause in the lease and at the same time saves assimilation costs; and the cost of the program is exceeded by the amount of state aid and at the same time saves assimilation costs.

Legality

The U. S. Supreme Court has not yet ruled on a leased facilities case. However, from past decisions it would seem that a leased facilities program must meet two requirements to be Constitutional: (1) it must have a secular purpose, and (2) it must not enhance or inhibit religion.

Court decisions on the legality of such programs are found in two states in which case studies on leased facilities were carried out. The Indiana Supreme Court declared (State ex. rel. Johnson *et al.)* that it was legal for a public school corporation to rent space and operate classes in a sectarian facility, (June 28, 1940). In Kentucky, rulings on the question of public schools leasing non-public school facilities for use as public school classrooms, were handed down in 1917, 1928 and 1956.

The court decisions are summarized as follows:

1917—The Kentucky Court of Appeals ruled unconstitutional the Public School leasing of classrooms in a Presbyterian College because the Public School Board permitted college officials to influence, operate, and control classes taught.

1928—Crain vs. Walker: The Kentucky Court of Appeals ruled that a Public School Board could lease classrooms and supply staff to teach children in an orphan home operated by the Kentucky Baptist Church.

1956—Rawlings vs. Butler: The Court of Appeals ruled constitutional the public leasing of private facilities for use as public school classrooms "so long as the church in no manner attempts to influence or control the ways the school or classes are conducted or operated or how they are taught."[48]

Clearly, leased facilities programs have been structured to satisfy these courts and could likely pass the Supreme Court.

CONCLUSION

The detailed analysis and conclusions of dual enrollment can be applied to leased facilities as well since the two programs are usually interwoven. Leased facilities programs are financial arrangements, rather than an educational relationship. They work effectively because they serve both the public and the non-public schools quite well. Leased facilities programs are a function of the crisis in Catholic schools, the availability of space in the public schools and the state regulation on reimbursement of dual enrollment students. Whether these three ingredients combine effectively to produce a leased facilities program essentially depends on the relationships that exist between public and non-public school officials.

Leased facilities programs should be approached with caution for three reasons:

1. Personal relationships between public and non-public school officials are essential to these programs and are a weak base on which to build or advocate public policy.
2. The leased facility programs have the same short term beneficial effects but dubious long term value described for dual enrollment.
3. Public school officials enter into leasing agreements only so long as they serve the public interests. Dwindling enrollments in both public and non-public schools suggest that leasing programs may soon become unnecessary. In Boonsville, Indiana, for example, a proposed program was turned down because the public school could already assimilate the Catholic school population (cs:13).

For these reasons, leasing programs should be seen for what they are: a temporary aid to both public and non-public schools during a period of transition in American education.

LEASED SERVICES

Introduction

Closely coordinated with dual enrollment and leased facilities, are programs of leased services, a third type of local cooperative program. Leased services is an arrangement in which a public school Board employs as public school teachers, persons who formerly and generally teach in non-public schools. Such programs usually involve a Roman Catholic sister being hired by the public school to teach public school classes.

Examples of this form of local cooperation are found in programs already described in Jasper and Ferdinand, Indiana (cs:17, 17); Louisville and Jefferson County, Kentucky, (cs: 9, 10); Warren, Centerline and Rockwood, Michigan (cs; 7, 15, 6, 14); and Rutland, Vermont (cs:16). In each case one or more Catholic sisters have been employed as public school teachers.

It should be noted once again that leasing here does not have the same implications as "leasing" a classroom. In the latter case the building or room is still owned by the non-public agency. In the former case the individual is a certified, qualified, experienced professional free to pursue her career interests. Co-incidentally these individuals are also sisters. These "leased" teachers are in fact hired and treated like any public school teacher. Once hired by the public sector they in no way still "belong" or are "owned" by the non-public agency. The fact of their **former** employment, however, has somehow erroneously, we think, led to the coining of the phrase "leased services." There are examples of where only part of a Catholic school teacher's time is purchased and in these cases "leased" services seems to be an applicable term to describe the arrangement. In these cases a part of the individual's time is purchased by the public sector while the principal affiliation remains with the non-public sector. Such cases are rather rare however (cs:15, 14).

History and Development

The earliest programs which "leased" the services of sisters are found in Jasper (cs:19) and Ferdinand, Indiana (cs:17). Catholic priests and sisters have taught in the public schools of these towns since 1863. A similar program of long standing has been operating in Port Huron, Fort Kent, and Madawaska, Aroostic County, Maine.[49]

Other than these rather unique cases, there is little information available concerning the history or extent of leased services.

Leased services were almost always found in conjunction with dual enrollment in leased facilities. The growth of dual enrollment in leased facilities over the past five to ten years suggests that the closely related leased services programs may likewise have become more commonly practiced since the early 1960's.

Patterns of Leased Services

Leased services programs can be operated in any type of public school setting. This includes the following arrangements:

1. leased services in a public school owned and operated exclusively as a public school,
2. leased services in a school operated exclusively as a public school in a leased facility, and
3. leased services in a dual enrollment program operated in a leased facility.

We were unable to locate an instance of the first pattern. However, it is becoming increasingly common to find Catholic sisters taking jobs in public schools.

The second pattern is practiced extensively in both Ferdinand and Jasper, Indiana. In Ferdinand, 32 of the 42 elementary school teachers are Catholic sisters (cs:17) They work in classes leased by the public school board and operated exclusively as public schools. Thirty-four of the forty-eight teachers working in a similar school in Jasper are Catholic nuns (cs:18).

The third arrangement is by far the most common. Leased services in leased facilities can involve either limited dual enrollment or partnership dual enrollment. For example, in Louisville, Kentucky (cs:9), a nun teaches biology to dual enrollment students as a full time public school teacher. The classroom she works in is leased by the Board of Education in the Catholic owned Flaget High School. It is interesting to note that the sister in question applied for a public school teaching job and happened to be assigned to Flaget.

In Rutland, Vermont (cs:16), the seventh and eighth grade students in St. Peter's School and Christ the King School spend half their day in public school classes and half the day in Catholic operated classes. The public school classes are operated in the two rooms leased by the town in each of the schools. The town now employs the same people who previously taught in these Catholic schools as public school teachers.

Leased services programs can involve the employment of non-public school personnel in several different public school positions. In the Louisville and Rutland examples, the non-public school personnel are employed as teachers. In Warren, Michigan, the Fitzgerald School Corporation operated a partnership dual enrollment program with St. Mark's Catholic school. The Corporation pays one-third of the Catholic school principal's salary in return for which this Catholic nun acts as principal for the public school portion of the program (cs:15). Services are truly "leased" in that the principal's main affiliation is still to the non-public school in this instance.

Finances

Persons employed in leased services programs receive the regular public school wage. This is determined by the teacher's academic background and teaching experience.

The public schools do not save money on leased services since they pay the regular salary scale. Leased services do not directly profit non-public schools either. Indeed, such programs sometimes draw some sisters away from the lower paying Catholic school programs. This in turn adds to the decrease in the number of religious teachers available to Catholic schools. The salaries earned by sisters employed in leased services programs do not go to the schools, but rather to the religious orders to which the nuns belong.

Legality

The legality of leased service programs has not been tested by the U.S. Supreme Court. Several state Supreme Courts have ruled on such programs and among them are two states from which case studies are drawn.

In Kentucky, the state court of appeals ruled in Rawlings v. Butler, 1956, that sisters hired by public schools could teach classes in rooms leased from the Catholic churches. Furthermore, the Court ruled that "the wearing of religious garb by nuns teaching public school children did not, of itself, violate the constitutional guarantee of freedom of religion."[50]

In Indiana, the State Supreme Court in State *ex rel. Johnson et al., v. Boyd et al.,* June 28, 1940, wrote the following three passages as part of their decision:

> School trustees may hire persons of any religious faith or members of religious orders as school teachers.
>
> The employment by school/city board of trustees, of teachers in buildings which had been used as a Roman Catholic parochial school, could not be held invalid because such teachers belonged to certain orders of Catholic Church, since employment of teachers was within discretion of trustees so long as teachers met qualifications required by law and membership in any particular church can neither qualify nor disqualify a teacher.
>
> That teachers, employed by school city board of trustees in buildings which had been used as a Roman Catholic parochial school, while teaching, wore the robes of various Catholic orders to which they belonged, did not constitute "sectarian teachings" or make it illegal for them to be paid their salaries as teachers from public school funds.[51]

It would seem that the legality of a leased services is best judged by answering the question—does the arrangement serve a secular purpose or a religious purpose?

Legality is demonstrated by showing that the teachers employed in a leased service program are exclusively and completely responsible to the public school principal, superintendent and school board. The teacher must adhere to the rules and regulations of the School Board and teach the curriculum prescribed by the Board.

Analysis

Although technically considered a form of local cooperation, leased service programs are functionally nothing more than a public school policy. The policy does not save the public school money and it aids the Catholic school only indirectly by contributing to the support of the religious teaching orders.

Leased services arrangements supply public school systems with qualified, experienced teachers. In dual enrollment programs, it provides teachers who might know the children or their families and might be familiar with the school and the community. Also in dual enrollment it can provide a part time principal who is responsible for both portions of the program. This type of administrative arrangements is clearly advantageous.

Conclusions

Leased services programs are essentially a public school policy. Such arrangements provide the public schools with experienced, qualified teachers. On the other hand, leased services is of little or no benefit to non-public schools. Indeed, it decreases the number of religious teachers available to non-public schools.

In certain aspects of dual enrollment programs, leased services offer administrative advantages, but in general, such programs are not an effective form of local operation.

SHARED FACILITIES AND SHARED SERVICES

Introduction

Shared facilities is a type of local cooperative program in which public and non-public school students use facilities and equipment in each other's schools without the assessment of any rental fee.

For example, in Jasper, Indiana (cs:17), Catholic students at the Immaculate Heart and Precious Blood schools use the gymnasium in the Tenth Street School operated by the public school corporation.

In Fort Branch, Indiana (cs:11) students at the public high school have used the cafeteria at the Holy Cross school for years on a no fee basis. The nearest public school cafeteria is a mile away in the elementary school.

Shared Services programs involve the public school authorizing their personnel to provide instructional, health or psychological services to non-public school children on the non-public school premises.

For example, in the Jasper program, a public school nurse and a physical education teacher make periodic visits to the two Catholic schools involved in the shared facilities programs.

Because our study deals with local cooperative programs, we exclude from our discussion State supported programs providing facilities and services to non-public schools and Title I and Title III programs which likewise provide facilities and services to non-public school students. State programs are discussed in Chapters 2 and 3 of this volume and Federal programs in Chapter 1.

History and Development

Shared programs are the form of local cooperation for which there is the greatest paucity of information. The reason for this derives from the basic dynamic involved in the establishment of such programs. Local officials set up and operate shared programs with a degree of informality which far exceeds that found in the other types of local cooperation ventures. Written descriptions, summaries or empirical evaluations are exceedingly rare.

Extent of Shared Facilities

A 1966 study by the National Educational Association (NEA) Research Division[52] found that approximately fifty percent of public school systems with enrollments over 12,000, and seventy-

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five percent of those with enrollments over 100,000, cooperate in some manner with the non-public schools in the community.

The most common resource-sharing practice was lending or giving materials to non-public schools. Over one-third of the large systems reported such sharing, while less than one-fifth of the smaller (enrollment of 12,000 to 24,000) cooperated in this manner. The second most prevalent area of resource sharing was the use of public school facilities by non-public school pupils. Again, the large systems reported the highest percentage of assistance (almost 30 percent), while less than 20 percent of the smaller systems reported sharing facilities. Both of these arrangements are forms of shared facilities.

The last reported area of sizable resource sharing reported in the NEA study involves the sending of educational specialists to non-public schools—over one-fifth of the 24 largest systems so reported, while only one-eighth of the systems enrolling 12,000 to 99,999 students reported sending specialists to non-public schools.

Minor sharing was reported in the form of public schools sending teachers to non-public schools to teach some classes. These are both examples of shared services. The NEA findings on shared facilities and shared services are shown in Table 6.

Patterns of Shared Programs

Programs of Shared Facilities can take two forms. The most common form of shared facilities programs involves the use of public school buildings, sites or mobile educational equipment, without rental fee, by pupils from non-public schools under the direction and control of non-public school officials. The second pattern involves the use without rental fee of non-public school buildings, sites or equipment by public school pupils under the direction and control of public school officials.[54]

Programs of Shared Services take the single pattern where public school personnel provide services to non-public school pupils in the non-public school facility.

Finances

Shared programs, by definition, do not involve any payment of fees for the use of facilities or equipment. A certain saving of funds is involved, of course, because the school whose students make use of the program are spared the cost of providing the facilities or equipment involved.

Legality

The legality of shared programs is based on the child benefit theory. This theory argues that the child, not his school, receives the benefit of such program and that since his parents are taxpayers, he is entitled to these benefits. The U. S. Supreme Court supported this theory when it ruled that it was constitutional for the state to provide transportation for children going to either parochial or public schools in the 1947 New Jersey school bus case of Everson v. Board of Education.

In the most recent case relevant to the issue, in 1968 the Court upheld a New York program to provide textbooks to private school pupils concluding that the public aid was directed at the student in the non-public school and not at the school or its related church (Board of Education v. Allen).

The evidence clearly indicates that shared facilities programs are legal.

Analysis and Conclusions

Community based shared facilities, shared services programs are legal and work effectively. Their basic and not insignificant limitation is that they are exclusively a function of the relationship between public and non-public school officials.

TABLE 6

TYPES OF RESOURCE-SHARING BETWEEN PUBLIC AND NON-PUBLIC SCHOOLS

(All figures are percentages)

Shared Resource	Systems enrolling 12,000 or more	Enrollment Group of School System			
		100,000 or more	50,000 99,999	25,000 49,999	12 24
No cooperation	49.5	25.0	44.7	54.4	5
Public schools give or lend materials to non-public schools	21.0	37.5	19.1	24.1	1
Non-public school pupils use some public school facilities other than classrooms	17.5	29.2	17.0	19.0	1
Non-public school pupils take some classes in public schools under public school teachers	15.0	16.7	14.9	15.2	1
Public schools send some educational specialists to non-public schools	13.2	20.3	14.9	10.1	1
Public schools send teachers to non-public schools to teach some classes	2.7	....	8.5	2.5	
Number systems reporting	400	24	47	79	

A school official in Hartford, Connecticut, discussing a shared facilities program once remarked:

> "There is a tradition of very happy relations between the public and parochial schools of this city. There is a strong community feeling that if youngsters are entitled to receive a total program of education under public auspices they are entitled to share facilities. Details of scheduling are worked out on a very friendly, cooperative basis by officials of the public and parochial schools."[55]

Such a sense of cooperation is highly laudable, but clearly calls for caution. A program predicated on such cooperation can find limited application and only offers assistance when prerequisites of personal friendship are met. For this reason local programs are a sharply limited form of assistance to non-public schools.

RELEASE TIME

Introduction

Release Time is an arrangement whereby public schools, upon parental request, regularly excuse a full-time public school pupil to attend religious instruction in a church sponsored facility. For example, in the Bedford Stuyvessant section of Brooklyn, three different public grade schools release a total of 220 students every Wednesday at 1:00 o'clock to take religious instruction at St. Ambrose School (cs:20). In Fraser, Michigan, some 1147 children in grades one through six, from seven different public schools, attend the School of Religion sponsored by Our Lady Queen of All Saints Parish (cs:24). The School of Religion offers courses three times a day, Monday through Thursday, in order to accommodate the various public school schedules.

History and Development

Release time is basically an idea that developed in Protestant churches, according to Reverend Robert Baker, Executive Secretary for the Greater New York Coordinating Committee on Released Time.[56] Interests and priorities among Protestant churches have shifted over the past fifteen years and today release time programs are most commonly operated by Catholic agencies.[57]

The first release time program began in Peru, Indiana, in 1913. The growth of such programs is evidenced by enabling legislation passed in thirteen states before 1945. This information is shown in Table 7.[58]

TABLE 7

ENABLING LEGISLATION FOR RELEASE TIME PROGRAMS

State	Year of Passage
MINNESOTA	1923
OREGON	1925
SOUTH DAKOTA	1927
IOWA	1931
MAINE	1939
WEST VIRGINIA	1939
NEW YORK	1940
KENTUCKY	1940
MASSACHUSETTS	1941
INDIANA	1943
CALIFORNIA	1943
HAWAII	1945
PENNSYLVANIA	1945

Extent

Release time is the most extensively practiced model of local cooperation. Although we could not find current national data on release time programs, a 1963 *Yearbook of American Churches* reported 3,749,522 Roman Catholics in public schools enrolled in weekday classes.[59] Furthermore, release time is growing rapidly. In Brooklyn, Catholic school officials have recorded an increase in release time enrollment of more than 12,000 students between 1969 and 1970 (cs:20).

Patterns of Release Time

The basic pattern of release time programs involves parents sending a written request to the public school principal asking that their child be released from class to take religious instruction in a program of his choice. The parent is invited to participate in the program by the sponsoring religious agency who provides her with a parent request form. In most cases, the religious agency collects the signed cards from parents and delivers them to the public school (cs:21, 22, 23).

Within this basic pattern, three aspects of the program can vary: first, the amount of time allowed for religious instruction; second, the schedule of releasing students; and third, the nature of the sponsoring agency.

Amount of Time

The amount of time allowed for religious instruction is generally set by state law or local public school policy. The students are allowed at least a period a week, approximately sixty minutes (e.g., cs:11.24), and sometimes as much as 180 minutes a week for religious instruction (e.g., cs:23).

Scheduling

In some schools and cities, all the children are released at the same hour and on the same day; these are called **simultaneous** released time (cs:21). If release time is provided at different hours of the day or on various days of the week, the program is called **staggered, alternating,** or **free-schedule** released time (cs:23).

Agency

Until recently, the sponsoring agency was always a single sectarian group. Many programs today, on the other hand, are operated by interdenominational councils (e.g., cs:22, 23).

Finances

The sponsoring agency must pay the entire cost of a release time program. This includes the printing of parent request cards, student transportation costs if any, fees for instructors, and the operation of the facility in which instruction is given.

Legality

Release time is the only local cooperative program on which the U. S. Supreme Court has ruled. The Court has twice reviewed release time. In 1948 in *McCollum v. Board of Education,* the Court ruled against a program in Champaign, Illinois, because the religious instruction was offered within the public school. The Court by a vote of 8 to 1, ruled that "this is beyond all question a utilization of the tax-established and tax supported public school system to aid religious groups to spread their faith. And it falls squarely under the ban of the First Amendment (made applicable to the States by the Fourteenth)."

Six years later by a vote of 6 to 3, the Court sustained the legality of a New York State pattern of release time. In this program, the children were excused from public school to take religious instruction away from school property. In the majority opinion, Justice William O.

Douglas asserted that: "When the state encourages religious instruction or cooperates with religious authorities by adjusting the schedule of public events to sectarian needs, it follows the best of our tradition. For it then respects the religious nature of our people and accommodates the public service to their spiritual needs."

Analysis

Release time programs do not benefit public schools nor do they benefit non-public schools **per se.** Release time presents two problems to public schools. In the first place, it often involves complicated scheduling arrangements. This is particularly true in programs with staggered schedule release time. Secondly, oftentimes only a portion of the pupils in a particular classroom will be involved in release time. This makes it difficult for the teacher to proceed with the lessons without penalizing the students who have left for religious instruction (cs:20). This problem can be so serious that public school regulations sometimes prevent teachers from presenting new material while part of the class is on release time (cs:20).

Non-public schools do not derive direct benefit from release time programs. Rather, the sponsoring agency is provided an opportunity to spread its beliefs through such arrangements. Coincidentally, the sponsoring agency might also operate a school, but this school actually gains nothing from the release time program.

Just as we have seen in all other forms of local cooperation, the relationship between public and non-public school officials contributes significantly to the effectiveness of a release time program. Notwithstanding Supreme Court approval, and State law, strained relations among school officials can have a crippling effect on a release time program (cs:20).

Conclusion

Release time programs are of little benefit to either public or non-public schools. Such arrangements, however, offer religious denominations an opportunity to educate a larger number of students than are enrolled in sectarian schools. For example, 62 percent of the Catholic children in the United States attend public schools.[61] Catholic educators can reach these youngsters through release time programs.

The most significant contribution of release time is that such programs provide alternatives to religiously sponsored schools. It was not within the limits of this study to investigate the curriculum offerings in Church sponsored religious education programs. However it is fairly safe to assume that in most the curriculum is very much like the CCD or Sunday School curriculum. Attitudinal data show that sisters and priests are very dissatisfied with these regular religious education programs.

However expanded and improved programs of religious instruction **can** be developed within the release time model. The program in Fraser, Michigan, serves as an excellent example (cs:24).

The crisis in non-public education and the limited effects of other local cooperative programs strongly suggest the serious examination and support of the release time model.

LOCAL COOPERATION PROGRAMS

A FINAL ANALYSIS

As we have seen, local assistance to non-public schools takes the form of community-based cooperative school programs. Dual enrollment, leasing and sharing facilities and/or services, and release time are the basic devices through which local communities attempt to provide relief to their endangered non-public schools. A critical analysis of the case studies that follow in Part II reveal that these basic models share five elements in common: first, they are critically dependent on the subtle religious-political dynamics and traditions of the local community for their inception and continuance; second, however favorable local conditions might be, the effects of such programs on alleviating the crisis facing the local non-public schools are limited; third, such programs unintentionally, but invariably, have some negative effects on non-public schools and sometimes adversely affect public education; fourth, local programs always provide some benefits to the public school; and fifth, local programs do offer several types of at least short-term assistance to the non-public schools.

Before discussing each of these common characteristics in more detail, we should point out that leasing and sharing programs are generically included when we use the term dual enrollment. Although such programs sometimes operate without dual enrollment, they are most frequently found in conjunction with dual enrollment and are most effective when operated concomitant with dual enrollment. On the other hand, release time is, in several respects, essentially different from the other types of local cooperation and specific reference will be made to it.

Community Dynamics

More than any other single factor, the relationship between public and non-public school officials determines the fate of a cooperative program. When public and non-public school officials are friendly, almost **any** program can flourish; where the relationships are strained, **no** program, however brilliant, can succeed: the case studies reveal no exceptions to this rule.

Indeed, a prerequisite for a successful program seems to be a public school official who takes a personal interest in the program. In case after case, a public school official was identified by non-public schoolmen as being instrumental in the establishment of a cooperative venture. In Chicago, for example, the official was an assistant superintendent (CS:1); in Cherry Hill, Michigan; Michigan City, Indiana; Louisville, Kentucky; Haubstadt and Fort Branch, Indiana, it was the public school superintendent (CS:2, 4, 9, 10, 11).

The effects of "community chemistry" contrast most vividly in the examples of two similar programs: the Christian Education Center (CEC) in Gainesville, Georgia, (CS:5), and the Bennington Religious Educational Foundation (BREF) in Bennington, Vermont (CS:22). Both programs were designed as interdenominational release time centers. The director of the Gainesville program reported that he had visited BREF in 1968 and he felt the two programs were unquestionably identical. The CEC program has tripled its enrollment since 1968 and presently the public school now accepts for credit courses taken in the Center; the BREF program, on the other hand, is floundering badly, has lost enrollment, and its future is bleak. Other things being equal, the principal difference between the two programs is the local religious-political milieu. Indeed, public school officials in Bennington are **not** uncooperative, they are simply not as supportive or enthusiastic as school officials in Gainesville. Further, Bennington, unlike Gainesville, did not have the long tradition of religious instruction in its public schools. These two subtle dynamics go a long way toward explaining success in Gainesville and a struggle for survival in Bennington.

Even in a case where the program is sanctioned by both state law and a U. S. Supreme Court decision, less than enthusiastic cooperation can have an inhibiting effect. This situation is clearly exemplified in the Brooklyn release time program (CS:20).

The extent to which local cooperative programs depend on a community chemistry clearly suggests that they should be approached with caution. Personal relationships and community traditions seem a most shaky basis on which to predicate public policy.

Limited Effects

A second reason to employ caution is advocating the extensive use of local cooperative programs in school crises is that their benefits are clearly limited. The best example comes from the highly regarded dual enrollment program in Cherry Hill, Michigan. This program began in 1965 amidst extensive publicity; it was touted as a model of cooperative effort throughout the country. But the Catholic school involved in the program, St. Norbert's, is closing in June. The benefits of the program were not sufficient to keep the school open.

The limited effect of dual enrollment (used generically), derives from the fact that such programs offer financial relief to schools whose fiscal problems are merely symptomatic of deeper, more complex problems. For example, the problem of St. Norbert's was not money per se, but the lack of availability of Catholic sisters. This in turn resulted in a monetary problem. The parochial high school was built explicitly for dual enrollment and consequently required only five teachers. The parish predicated their plans on the assumption that they could find five nuns. The program opened with three sisters, and as it closes, only two sisters are left on the staff. The parish could not support a staff of three lay people. In addition, a two-year law suit exacerbated the crisis of confidence, forcing down enrollments which in turn exacerbated the fiscal problem. Further complicating matters was a request for $10,000 to reimburse the public schools for out-of-district students.

The dual enrollment program spared the parish the expense of a larger staff which would have had to include an even larger number of lay people, but at best, this simply allowed the school to open and limp from one year to the next. It did not solve the crisis of confidence problem with its ancillary fiscal difficulties. The dual enrollment program could do nothing about the lack of teaching sisters. (Michigan City, Indiana, is another classic case in point (CS:4)).

Dual enrollment, at best, can offer Catholic schools some relief from the financial symptoms caused by the more complex religious, social and demographic problems confronting them. However, such relief seems predestined to be temporary because the problems which necessitate financial assistance vis-a-vis dual enrollment, are not alleviated by the program. Ultimately the religious, social, demographic and educational problems besetting Catholic schools tend to outdistance the meager fiscal benefits derived from dual enrollment programs.

Negative Effects

Dual enrollment can be a two-edged sword. With one cut it can eliminate the cost of half the staff formerly employed in the parochial school; but on the backstroke it can complicate the conditions that necessitated its establishment in the first place.

The case studies consistenly show that dual enrollment accelerates the decline of Catholic school enrollment. During the first year of the dual enrollment program in Warren, Michigan, (CS:15), enrollment dropped from 844 to 680; in St. Clement's, Centerline, Michigan (CS:6), enrollment also declined sharply. In a detailed analysis of six schools in the diocese of Joliet, rapid and significant decline in enrollment took place following the establishment of dual enrollment programs. (A comprehensive analysis of the Joliet situation is contained in the conclusion of Case Study 1). Although such enrollment trends might be partially attributed to other factors, the rapidity with which they follow the establishment of dual enrollment programs suggests that a cause-and-effect inference is not inappropriate.

Another not insignificant, negative effect involving lease services in which the public school employs Catholic sisters as public school teachers, is the result that this practice diminishes further the supply of already scarce nuns available to teach in Catholic schools. Although this is not an extensive practice, it clearly adds to the problems of Catholic schools seeking religious for their staffs.

Besides accelerating problems that already exist, dual enrollment creates some problems of its own. In every case it has resulted in the segregation of Catholic children dually enrolled in the public school. In almost all cases the children who attend the public school portion of a dual enrollment program are Catholic youngsters who attended classes together in the Catholic school. When leased facilities and leased services are involved, the youngsters attend class in the very same rooms, with the very same pupils, and are often taught by the very same teachers, as they would have been had the facility remained totally under Catholic auspices.

Whatever might be the benefits of attending school with children of other faiths are, by and large, denied not only these children but also the public school youngsters who might have been their classmates.

One of the case studies presents a possible solution to this problem of religious segregation. In Marlborough, Massachusetts (CS:8), students enroll in the public school portion of the dual enrollment plan first rather than the Catholic portion. They are given the option of attending St. Ann's school for the rest of their school day or they may attend the Freeman public school to complete their school program. While this program could theoretically eliminate religious segregation, none of the 270 students involved have elected the Freeman school.

If a leased facility does not involve dual enrollment, the problem of religious segregation can be easily overcome. For example, in Haubstadt, Indiana (CS:4), the public leases five rooms in St. Peter's and Paul's school. The entire public school fifth and sixth grade population attends classes in these rooms and the Catholic school has dropped these two grades altogether. Thus, a religious mix has been guaranteed. An identical plan is used in Amboy, Illinois (CS:19).

Last but by no means least, dual enrollment is a dilemma for many Catholics: while it offers some assistance, it clearly eliminates the possibility of a total Catholic education. Many feel that their child receives the **unique** benefits of a Catholic education only if he is totally immersed in a completely Catholic atmosphere. Others, as a result of their children's favorable participation in public school programs find that they have harbored misconceptions about, and prejudices toward, public education. It is not within the scope of this study to evaluate the religious-moral benefits of an all-Catholic school, versus a dual enrollment school, or a release time program. Whether the decline in enrollment associated with dual enrollment programs is causal or concomitant is not clear. But one inference from the rapid decline in Catholic school enrollment which follows the establishment of many dual enrollment programs is that many Catholic parents no longer see the "uniqueness" of an education under dual enrollment. Catholic parents appear less willing to support a program that is only one-half Catholic than they are to support a total Catholic school program.

Aid to Public Schools

Balanced against the several shortcomings of dual enrollment are many benefits that accrue from such programs. Contrary to a rather common misconception, the case studies clearly suggest that **public** schools receive the greater and more enduring benefits of local cooperative programs. Non-public schools are generally forced by a fiscal crisis into such programs; public schools, on the other hand, can freely choose to participate only in programs that serve their interests.

The specific contributions that dual enrollment programs make to public education have been detailed previously. Briefly restated, such programs broaden the base of support for public education, particularly among Catholics; act as a unifying force in the community; eliminate the staggering costs that would be caused by the rapid assimilation of Catholic schools. Through local cooperative programs, non-public school students, facilities and sometimes staff, are gently eased into the public school system. The smooth manner with which these programs affect the transition blunt the financial impact that would accompany a drastic changeover between the two systems.

Aid to Non-public Schools

Local cooperative programs generally are initiated by non-public school officials to combat a financial crisis facing their schools. A detailed analysis of the benefits that accrue to non-public schools from such arrangements has already been presented. Suffice it to say here that essentially, such programs provide **temporary** financial relief while expanding the non-public school's educational offerings.

CONCLUSION

Local cooperative programs only flourish in communities where the political-religious climate is favorable. Such programs by their very design, are intended to assist non-public schools. For a limited time and on a limited scale, they accomplish this purpose. But by their very nature they actually become an active mechanism of transition. These programs prepare the community and the public schools for the "new" students whose arrival they almost inevitably guarantee. In the long term view, they offer very little to today's non-public schools. However they do offer a unique and significant contribution to American education during a difficult period of transition.

FOOTNOTES

1. Pfeffer, Leo, "Second Thoughts on Shared Time," *Christian Century*, 79, (June 20, 1962), 779-790.
2. Gibbs, James E.; Solzolowski, Carl J.; Steinhibler, A. W.; and Straser, William C., *Dual Enrollment in Public and Non-Public Schools*, U.S. Office of Education Publication, OE-24014, Cir. No. 772, Washington: U.S. Government Printing Office, 1965, p. 1.
3. Stearns, Harry L., "Shared Time: Answer to an Impasse," *Christianity and Crisis*, XXI (September 18, 1961), 154-157.
4. Stearns, Harry L., and others, "Symposium: Shared Time." *Religious Education*. 57:1-80; January-February 1962.
5. Gibbs, *op. cit.*, p. 1.
6. *Shared Time Programs: An Exploratory Study*, Research Division-National Education Association, Research Report, 1964-R-10, April 1964, p. 7.
7. Friedlander, Anna F., *The Shared Time Strategy*. Concordia Publishing House, St. Louis, Missouri, 1966, p. 11.
8. Deedy, John G., "Shared Time—The Pittsburgh Area Experiment" *Ave Maria*, March 2, 1963, p. 8.
9. National Education Association, *op. cit.*, p. 14.
10. Friedlander, *op. cit.*, p. 11.
11. N.E.A., *op. cit.*, p. 5.
12. *Ibid.*, p. 14.
13. Walkin, Edward, "Experiment in Educational Sharing," *Religious Education*, (January-February, 1965), p. 45.
14. N.E.A., *op. cit.*, p. 13.
15. *Ibid.*
16. *Ibid., p. 14.*
17. *Ibid.*
18. *Ibid.*
19. *Ibid.*
20. N.E.A., *op. cit.*
21. Gibbs, *op. cit.*
22. N.E.A., *op. cit.*, p. 5.
23. *Ibid.*, p. 9.
24. *Ibid.*
25. Gibbs, *op. cit.*, p. 5.
26. *Ibid.*
27. N.E.A., *op. cit.*, p. 13.
28. *Ibid.*
29. The updated information on the programs in Wabasso, Bird Island and O'Neil was obtained in phone interviews with school officials in the respective towns.
30. N.E.A., *op. cit.*, p. 8.
31. *op. cit.*
32. Murray's data and summary of it are contained in Appendix J-4.
33. *U.S. News and World Report*, May 3, 1965, p. 53.
34. Information about the Fall River program was obtained in an interview at the New England Catholic Education Center, Boston College, Chestnut Hill, Mass.
35. *Carmen, et al. v. Secretary of State*, March 31, 1971.
36. Friedlander, *op. cit.*, p. 41.

37. Anderson, Walter A., "Shared Time: I'm Against It," *N.E.A. Journal,* LIII (March, 1964), 28-30.

38. Archer, G. L., "Truth About Shared Time," *Education Digest,* XXXII (November, 1966), 10-13.

39. Locigno, Joseph P., *Education: To Whom Does It Belong?,* New York: Desclee Company, Inc., 1968.

40. *Look,* XXVI (August 22, 1962), p. 62.

41. *Everson v. Board of Education,* 330 U.S. 1 (1947).

42. *Board of Education v. Allen,* 392 U.S. 236 (1968).

43. The advantages and disadvantages of dual enrollment found in the case studies substantiate those listed in the N.E.A. Study and the study done by Gibbs for the U.S. Office of Education.

44. Locigno, *op. cit.,* p. ?.

46. Gibbs, *op. cit.*

47. Kleber, Albert. *Ferdinand, Indiana, 1840-1940: A Bit of Cultural History,* 1940, p. 116.

48. Louisville Courier Journal, Dec. 8, 1968.

49. These programs were identified in a phone interview with the Catholic School Superintendent of the Portland Diocese.

50. Louisville Courier Journal, Dec. 8, 1968.

51. North Eastern Report, 2d Series, p. 258.

52. "Sharing of Resources by Public Schools with Non-Public Schools," National Education Association, Research Division, *National Education Association Research Bulletin* XLV (October, 1967), pp. 90-92.

53. N.E.A., 1967, *op. cit.,* p. 91.

54. Gibbs, *op. cit.,* p. 1.

55. Rice, Arthur H., "Are Shared Facilities the Answer?" *The Nation's Schools* Vol. 69, No. 6 (June, 1962), p. 55.

56. Father Baker, who acts as the Director for the Interfaith Committee on Release Time, was interviewed in New York. He has been involved in religious education for more than twenty years and it was the Committee, which he heads, that was involved in the landmark *Zorach* decision of the U.S. Supreme Court.

57. Observation on the relative priorities given release time by Protestants and Catholics over the years were offered by Father Baker in his interview. (See the preceding note.)

58. Information about the historical development of release time was gathered from a document provided by the Catholic Director of Confraternity of Christian Doctrine. The document is a chapter from a doctoral dissertation whose author is unknown.

59. Smith, Richard U., *Christian Faith and Public School Learning,* National Council of Churches, 1968.

60. Smith, Richard U., *op. cit.*

61. *A Statistical Report on Catholic Elementary and Secondary Schools for the years 1967-68 to 1969-70.* National Catholic Educational Association, Washington, D.C., 1970.